

F.E.A.T.

Frameworks and Evaluation Action Team



Prosser School District

Prosser School District



2800 Students
165 Teachers

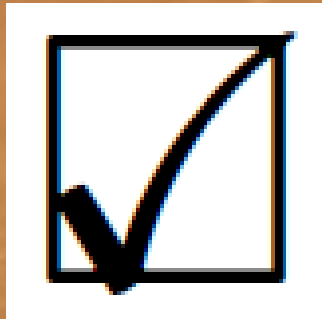
Prosser High School – 3 Building Administrators
Prosser Falls High School – 1 Part-time Administrator
Housel Middle School - 2.5 Building Administrators
Three Elementary School – 4 Building Administrators

START

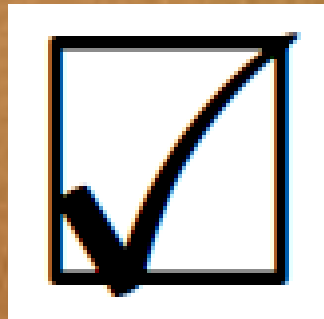




CEL



Danielson



Marzano



CEL



Danielson



Marzano

FEAT

Framework Evaluation Action Team







January



February



March



April

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17

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15	16	17	18	19	20	21

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29	30	31				

22	23	24	25	26	27	28
29	30	31				

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May

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August

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September

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October

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31						

November

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29	30					

December

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24	25	26	27	28	29	30
31						

TRAINING DATES



Everyone Up and Running

Memorandum of Understanding

MEMORANDUM OF UNDERSTANDING BETWEEN 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 on the Teacher Evaluation System as outlined under ESOS 6096 and ESOS 5095 during the 2014-15 school year. Both parties agree to the following: Certified staff on the new evaluation system will follow the process set forth in WAC 392-197A.

1. Prosser School District commits to training new teachers during new teacher orientation.
2. For the school year 2014-2015 the current Prosser EA contract language on evaluation is Article III, Section 4 and all appendices and forms associated with this section will be set aside for all staff members under the new evaluation system. Only the agreed upon evaluation forms will be used for the 2014-15 school year. (forms attached)
3. A minimum of thirty (30) minutes in an observation or a series of observations, done while the employee is in the performance of his/her assigned duties, will be completed by winter break with feedback provided in person, written or electronically. The opportunity for a confidential conference in addition to the pre-inquiry conference will be completed by January 15, 2015. All evaluations will be completed prior to the last 10 days of school.
4. One hundred percent (100%) of certificated staff will use the new evaluation system in the 2014-2015 school year with the exception of:
 - a) District Librarian
 - b) ESA Nurses
 - c) ESA Speech and Language Pathologists - SLP
 - d) ESA Psychologists
 - e) ESA Occupational Therapists - OT
 - f) ESA Physical Therapists - PT
 - g) ESA Counselors
 - h) Birth to 3 Teacher
 - i) Academic Coaches

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.

5. According to state law, certificated staff members must have a total of three (3) years provisional. If a new employee to the district has completed their three (3) years provisional in another Washington district then he/she will be considered provisional for one (1) year. All employees must demonstrate three (3) years of satisfactory evaluations before being considered for a third year evaluation. New employees and employees with less than three (3) consecutive satisfactory ratings shall be evaluated under comprehensive evaluation.

MASTER CONTRACT BETWEEN THE PROSSER EDUCATION ASSOCIATION AND THE PROSSER SCHOOL DISTRICT

PROFESSIONAL GROWTH PLAN

NAME: _____

COMPREHENSIVE EVALUATION

FOCUS EVALUATION (CIRCLE ONE)

Filled out by staff prior to the goal setting conference.
Considering your self-assessment, what do you think should be your primary focus for the year?

If you are comprehensive, which indicator(s) are you selecting?
If you are focused, which criteria are you selecting?

What steps may

as we begin

FINAL COMPREHENSIVE TEACHER EVALUATION 2014-2015

Certified Staff Name Teaching Assignment	Supervisor Name School	Date Evaluation Type Comprehensive
Observation Dates:		Times:

Summary of Performance on Comprehensive Criterion		Score
Criterion 1: Centering Instruction on high expectations for student achievement		Choose an item.
Criterion 2: Demonstrating effective teaching practices		Choose an item.
Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs Student Growth Goal 3.1: Choose an item. Student Growth Goal 3.2: Choose an item.		Choose an item.
Criterion 4: Providing clear and intentional focus on subject matter content and curriculum		Choose an item.
Criterion 5: Fostering and managing a safe, positive learning environment		Choose an item.
Criterion 6: Using multiple student data elements to modify instruction and improve student learning Student Growth Goal 6.1: Choose an item. Student Growth Goal 6.2: Choose an item.		Choose an item.
Communicating and collaborating with parents and school community		Choose an item.
Improving		Choose an item.

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Inquiry Cycle

ANALYZE IMPACT

Teachers and principals analyze the results of their work. Analyze your inquiry: what did you learn about your practice, as it impacts student learning? Teachers and principals also analyze the impact of the data. Expectations for teacher growth along the cycle.

Expectation to continue the cycle inquiry or identify a new area of focus.



IMPLEMENT & SUPPORT

- Teacher and principal engage in study and learning around area of focus.
- Formative feedback cycles
- Targeted feedback cycles
- Professional collaboration (PLCs, study groups, CFGs, team planning)
- Professional development (team, building, district, individual).

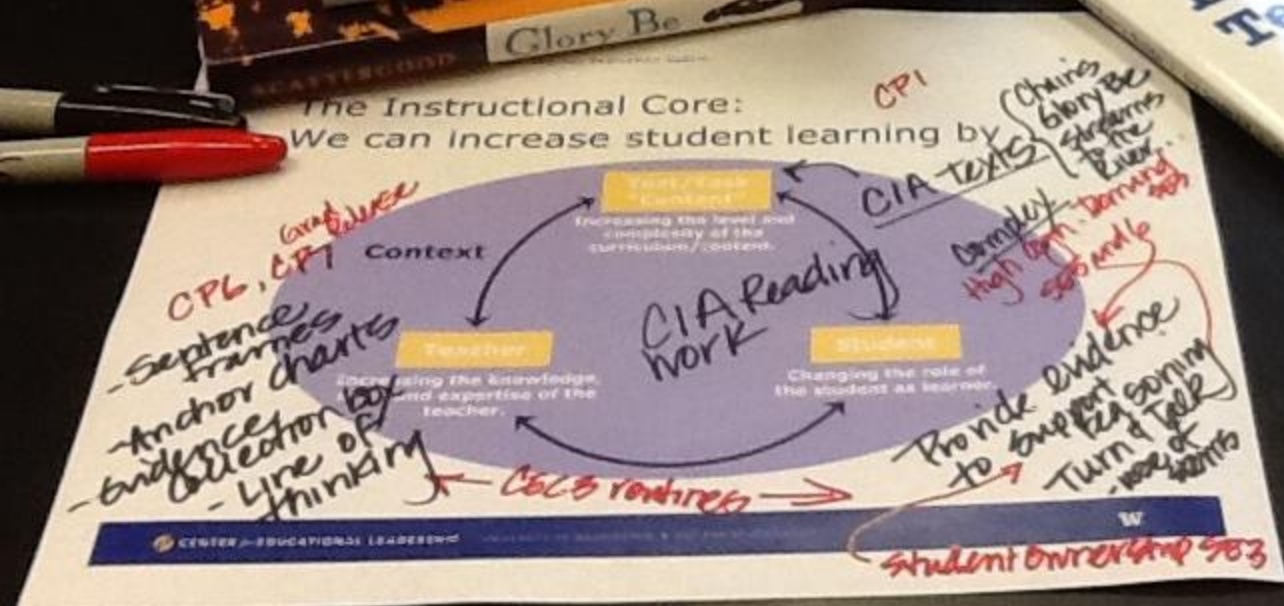
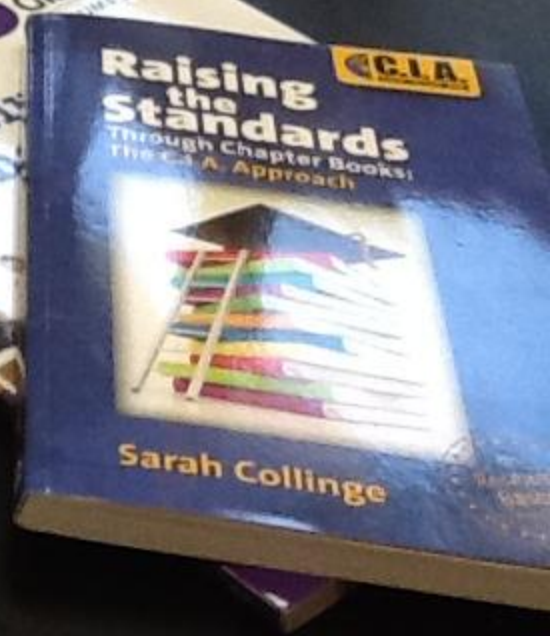
Teachers

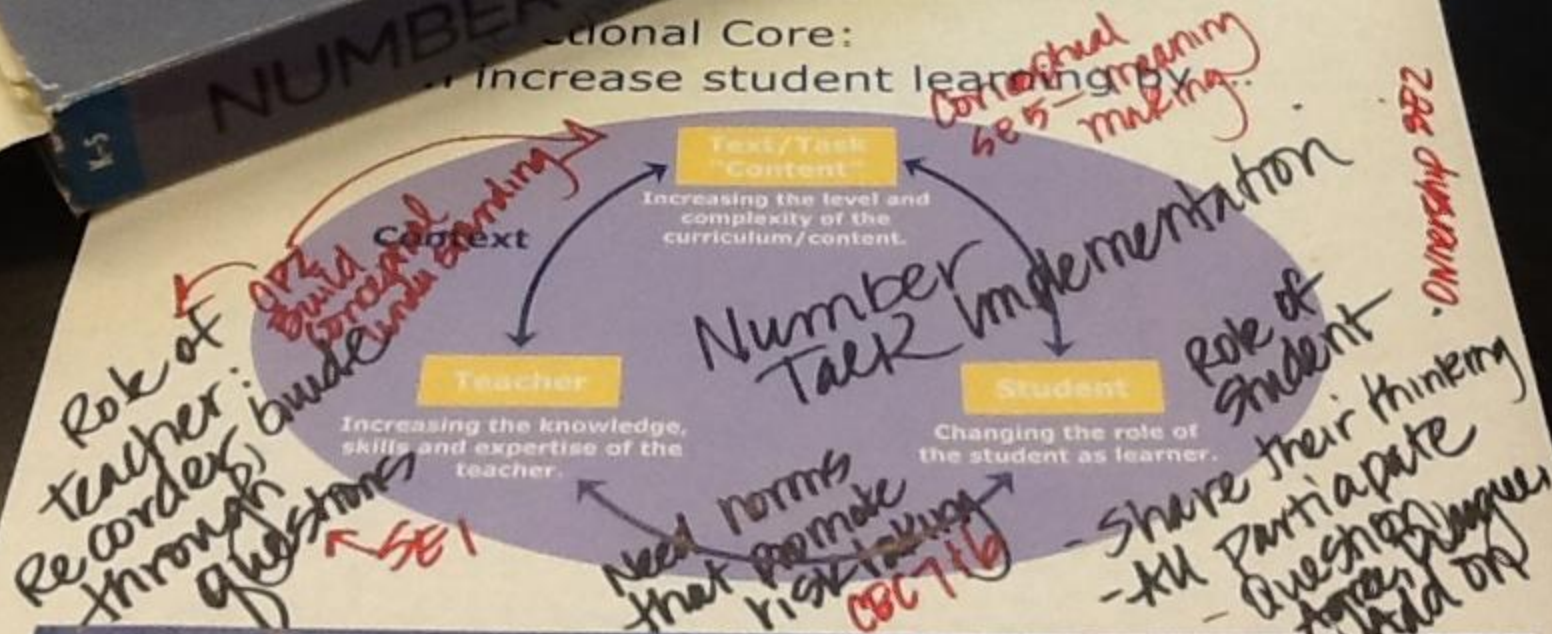
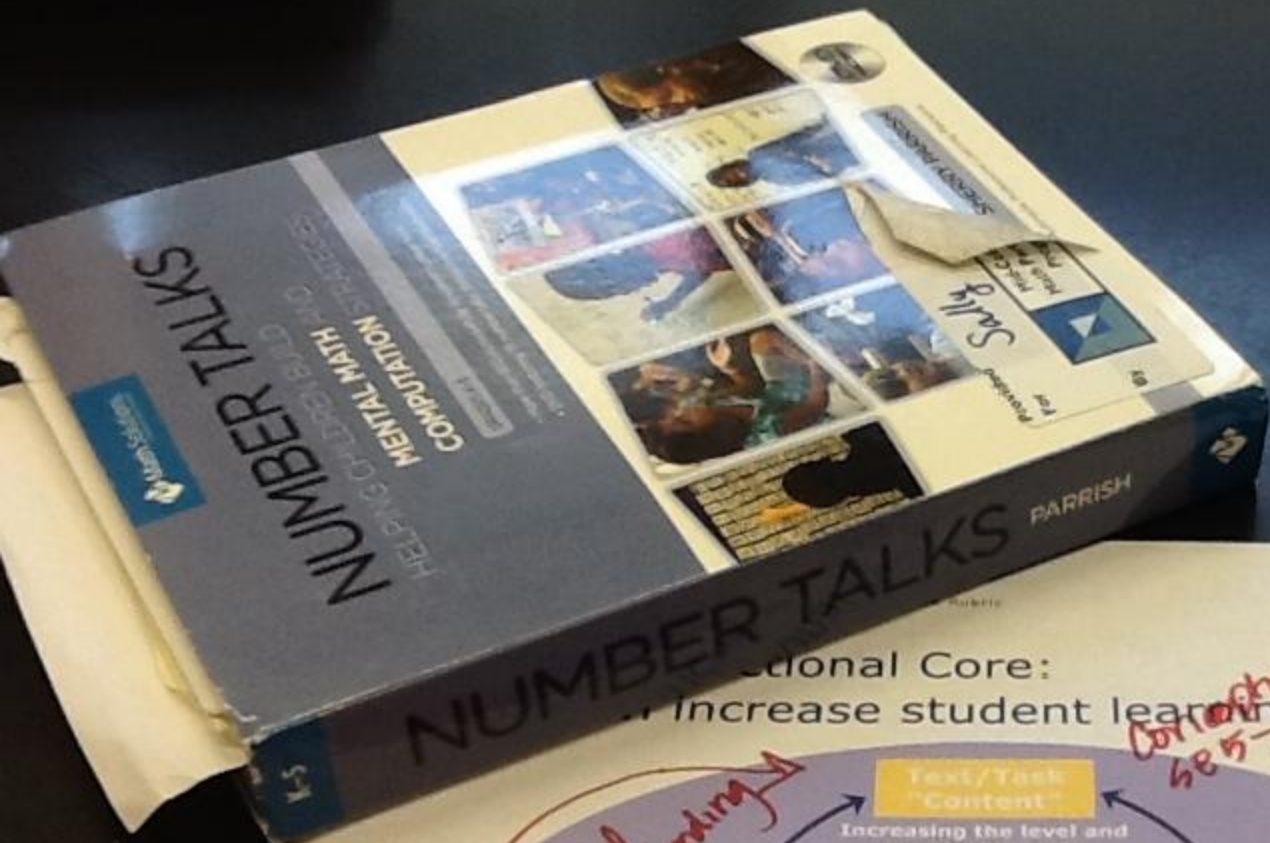
District Admin

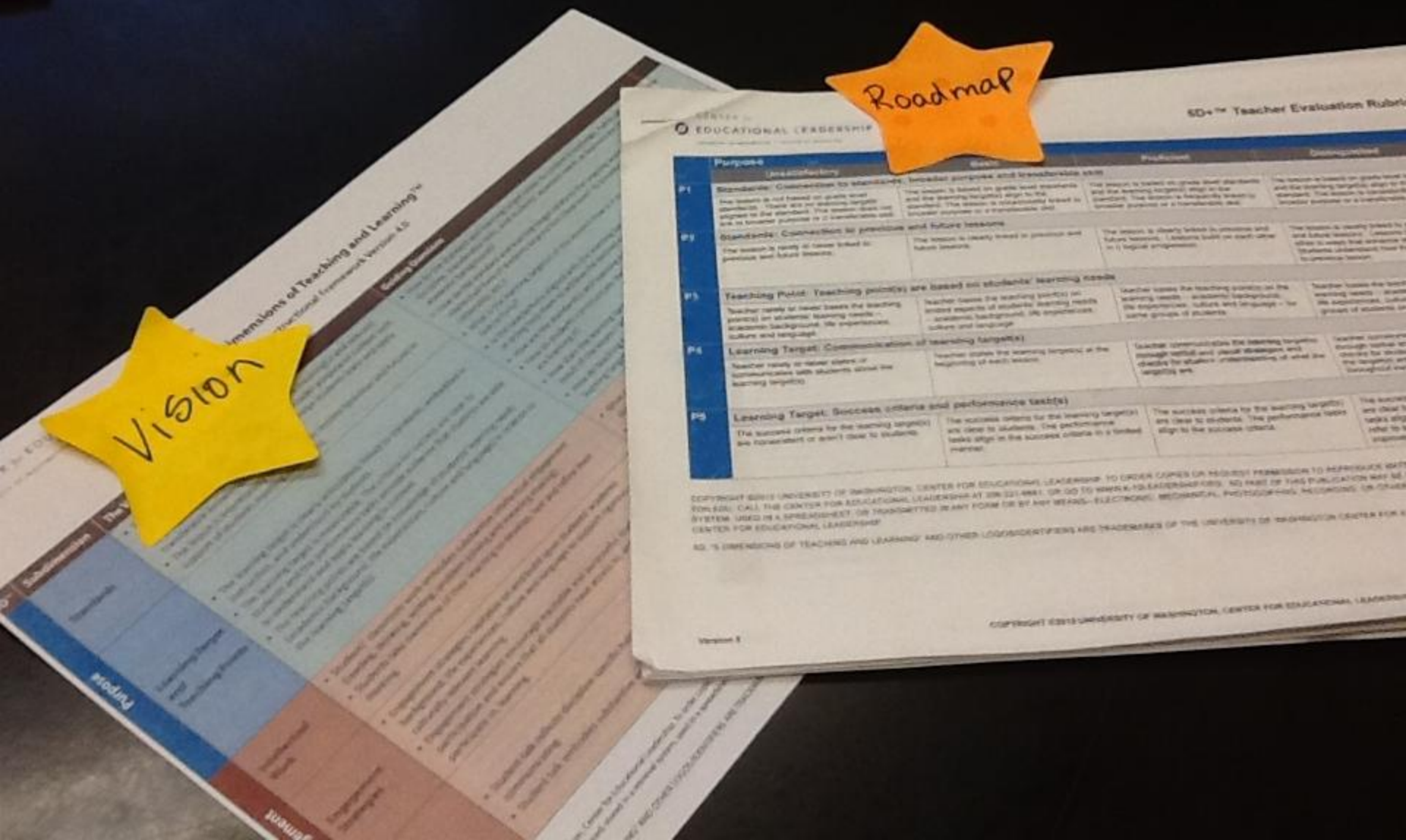


Principals

Union Reps







EDUCATIONAL LEADERSHIP

SD™ Teacher Evaluation Rubric

Purpose	Instruction	Class	Assessment	Communication
P1	Standards: Connections to standards, broader purpose and transferable skills The lesson is not based on grade-level standards. The lesson is not based on the standards. The lesson is not based on the standards. The lesson is not based on the standards.	The lesson is based on grade-level standards and the learning targets align to the standards. The lesson is not based on the standards. The lesson is not based on the standards.	The lesson is based on grade-level standards and the learning targets align to the standards. The lesson is not based on the standards. The lesson is not based on the standards.	The lesson is based on grade-level standards and the learning targets align to the standards. The lesson is not based on the standards. The lesson is not based on the standards.
P2	Standards: Connections to practice and future lessons The lesson is clearly linked to previous and future lessons.	The lesson is clearly linked to previous and future lessons.	The lesson is clearly linked to previous and future lessons.	The lesson is clearly linked to previous and future lessons.
P3	Teaching Point: Teaching point(s) are based on students' learning needs Teacher clearly or never bases the teaching point(s) on students' learning needs, academic background, life experiences, culture and language.	Teacher bases the teaching point(s) on students' learning needs, academic background, life experiences, culture and language.	Teacher bases the teaching point(s) on students' learning needs, academic background, life experiences, culture and language.	Teacher bases the teaching point(s) on students' learning needs, academic background, life experiences, culture and language.
P4	Learning Target: Communication of learning target(s) Teacher clearly or never communicates with students about the learning target(s).	Teacher communicates the learning target(s) at the beginning of each lesson.	Teacher communicates the learning target(s) at the beginning of each lesson.	Teacher communicates the learning target(s) at the beginning of each lesson.
P5	Learning Target: Success criteria and performance task(s) The success criteria for the learning target(s) are clear to students. The performance task(s) align to the success criteria in a linked manner.	The success criteria for the learning target(s) are clear to students. The performance task(s) align to the success criteria in a linked manner.	The success criteria for the learning target(s) are clear to students. The performance task(s) align to the success criteria in a linked manner.	The success criteria for the learning target(s) are clear to students. The performance task(s) align to the success criteria in a linked manner.

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