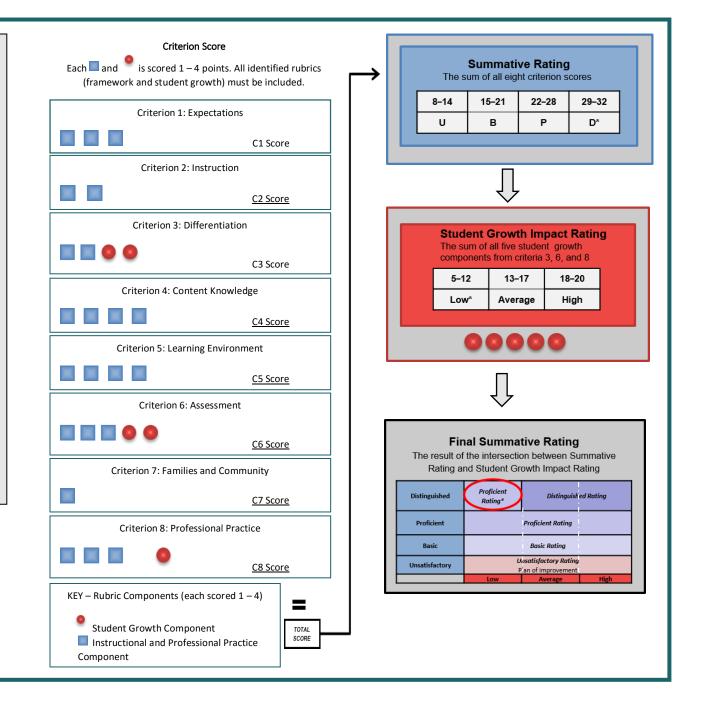
# Comprehensive Evaluation – Danielson – Certificated Classroom

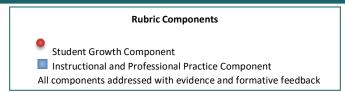
- Districts create procedures and practices to establish criterion scores and the eight criterion are summed equally to create a summative rating.
- Criterion scores include applicable framework rubrics and Washington state student growth rubrics
- The student growth impact rating is the sum of the three student growth rubric components from criteria 3, 6, and 8.
- \*Educators with a "Distinguished" summative rating and a "Low" student growth impact rating cannot be rated higher than "Proficient."\*
- A "Low" student growth impact rating triggers a student growth inquiry regardless of the summative rating.
- Educators with any individual student growth component score of a "1" cannot have a student growth impact rating higher than "Low" regardless of the sum of all their student growth components.



## Focused Evaluation – Danielson – Certificated Classroom

- The Focused Evaluation is only meant for educators who received a Proficient (3) or Distinguished (4) summative score on their most recent comprehensive evaluation.
- One of the eight criteria and student growth must be formatively assessed in every year that a comprehensive evaluation is not required.
- Districts create procedures and practices to provide for meaningful feedback and support for professional growth.
- Criterion formative assessment includes applicable framework rubrics and Washington state student growth rubrics.
- If criterion 3, 6, or 8 is selected, evaluators will use the accompanying student growth rubrics.
- If criterion 1, 2, 4, 5, or 7 is selected, the evaluator will use student growth rubrics from criterion 3 or 6.
- The final criterion score is the summative score from the most recent comprehensive evaluation.\*

\*If most recent comprehensive score was a Proficient (3) and the evaluator finds evidence of practice on the chosen criterion to indicate Distinguished (4) practice, a 4 may be awarded for the current year only\*



Choose...Criterion 3, 6, or 8

Criterion 3: Differentiation

Evidence

Observable evidence

Evidence outside of a classroom observation

Authentic artifacts of teaching and learning

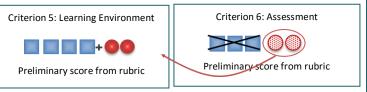
Student growth goals and outcomes

Evidence of professional practice

## Possible Next Steps:

- Based on the evidence from student and teacher learning, my next step for growing my practice would be...
- The instructional practices I will work on include...
- As I work on these instructional practices, I will see students be able to ....

Or...Criterion 1, 2, 4, 5, or 7 + 3 or 6 SG



#### Evidence

- Observable evidence
- Evidence outside of a classroom observation
- Authentic artifacts of teaching and learning
  - Student growth goals and outcomes
  - Evidence of professional practice



#### **Possible Next Steps:**

- Based on the evidence from student and teacher learning, my next step for growing my practice would be...
- The instructional practices I will work on include...
- As I work on these instructional practices, I will see students be able to ....