

# PROFESSIONAL GROWTH AND EVALUATION

## Woodland's beliefs regarding professional growth and evaluation

While there are many reasons to measure teacher and principal effectiveness, in Woodland we believe the **ultimate goal** of all measures should be **to improve teaching and learning**. We believe that professional conversation is the most powerful approach to promote teacher learning, and that these conversations must be grounded in an instructional framework that informs and identifies effective practices that improve student learning. Reflective conversation about practice requires us to understand, analyze and respond to student learning in the classroom.

Therefore teacher evaluations should:

- Focus on learning
- Support growth
- Guide instruction
- Be a collaborative process between teachers and administrators

## Woodland's Instructional Framework

In 2012 a committee comprised of both union and administrative staff met to review the three State models districts may choose from to articulate the evaluation continuum. Upon reviewing the three models the committee unanimously recommended the Danielson Rubric to define our district evaluation. Below are the reasons the committee recommends the Danielson rubric.

- Danielson's model offers most opportunity for reflection and growth
- Descriptions in the continuums are thorough and commonly understood

**Criteria Snapshot Document** The [snapshot document](#) briefly outlines all components evaluated in the new evaluation. Teachers can also reference the [Criteria Handbook](#) to gain deeper understanding of each criteria.

## Focused and Comprehensive Evaluations

Below is a link that clarifies some key elements of each form and how they compare.

[Focused/Comprehensive Comparison](#)

The rating of teacher performance will be according to the following rubric.

### [Criteria Rubric](#)

#### Terms and definitions

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Key Terms	Definitions
<b>Multiple Measures and Evidence</b>	<p>The measures and evidence are used to determine the “teachers performance along a continuum that indicates the extent to which the criteria have been met or exceeded.” The measures used in the evaluation system should have strong correlation to the criteria being evaluated.</p> <p>There are four areas under the measures of evidence section.</p> <ol style="list-style-type: none"><li data-bbox="824 1283 1154 1314">1. Classroom observation</li><li data-bbox="824 1423 1187 1455">2. Teacher self-assessment</li><li data-bbox="824 1564 1122 1596">3. Student growth data</li><li data-bbox="824 1705 1192 1736">4. Other measures/evidence</li></ol>

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**Focused Evaluation**

Includes an assessment of 1 of the 8 criteria. Student growth rubrics from one of the three criteria (3,6,8)

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**Comprehensive Evaluation**

To occur at least once every 4 years for all staff and for all provisional and any classroom teachers not on level 3 or 4.

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**Student growth (learning)**

The growth in subject matter knowledge, understandings, and skill over time.

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**Student achievement**

The status of subject matter knowledge, understandings and skills at one point in time.

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