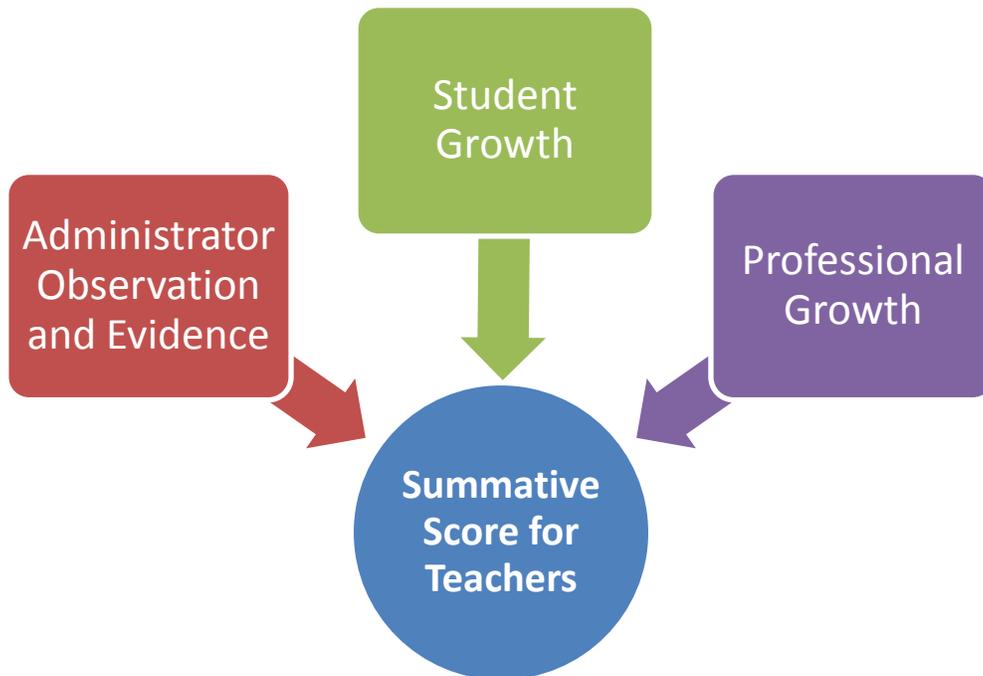


Anacortes School District

Teacher Multiple Measures of Effectiveness



Administrator Observation and Evidence

- Formal classroom observations
- Walkthrough observations
- Evidence/artifacts provided by teacher and/or principal
- Conversations between principal and teacher

Student Growth

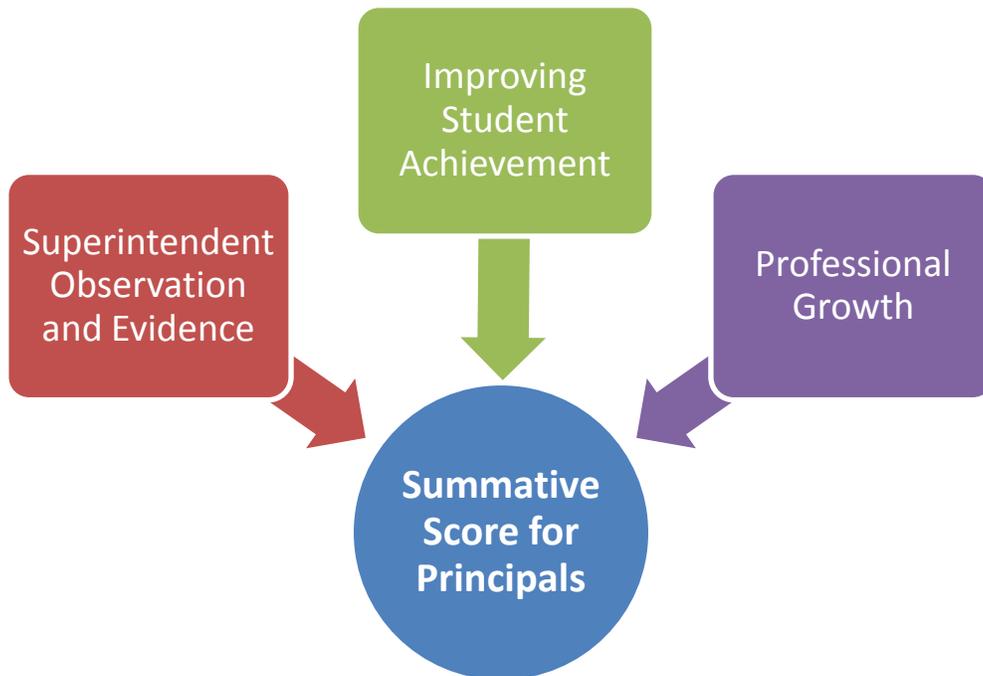
- Data conferences
- Rigorous growth goals aligned to priority standards
- Two points in time
- Agreed upon measuring tools

Professional Growth

- Teacher's Cycle of Inquiry
- Informal student and parent/peer perception data
- Formal student perception data - Tripod
- Self reflection on the rubric
- Teacher's reflection on past evaluations

Anacortes School District

Principal Multiple Measures of Effectiveness



Superintendent Observation and Evidence

- Superintendent's score on rubrics
- Evidence provided by principal or superintendent
- Conversations with principal

Improving Student Achievement

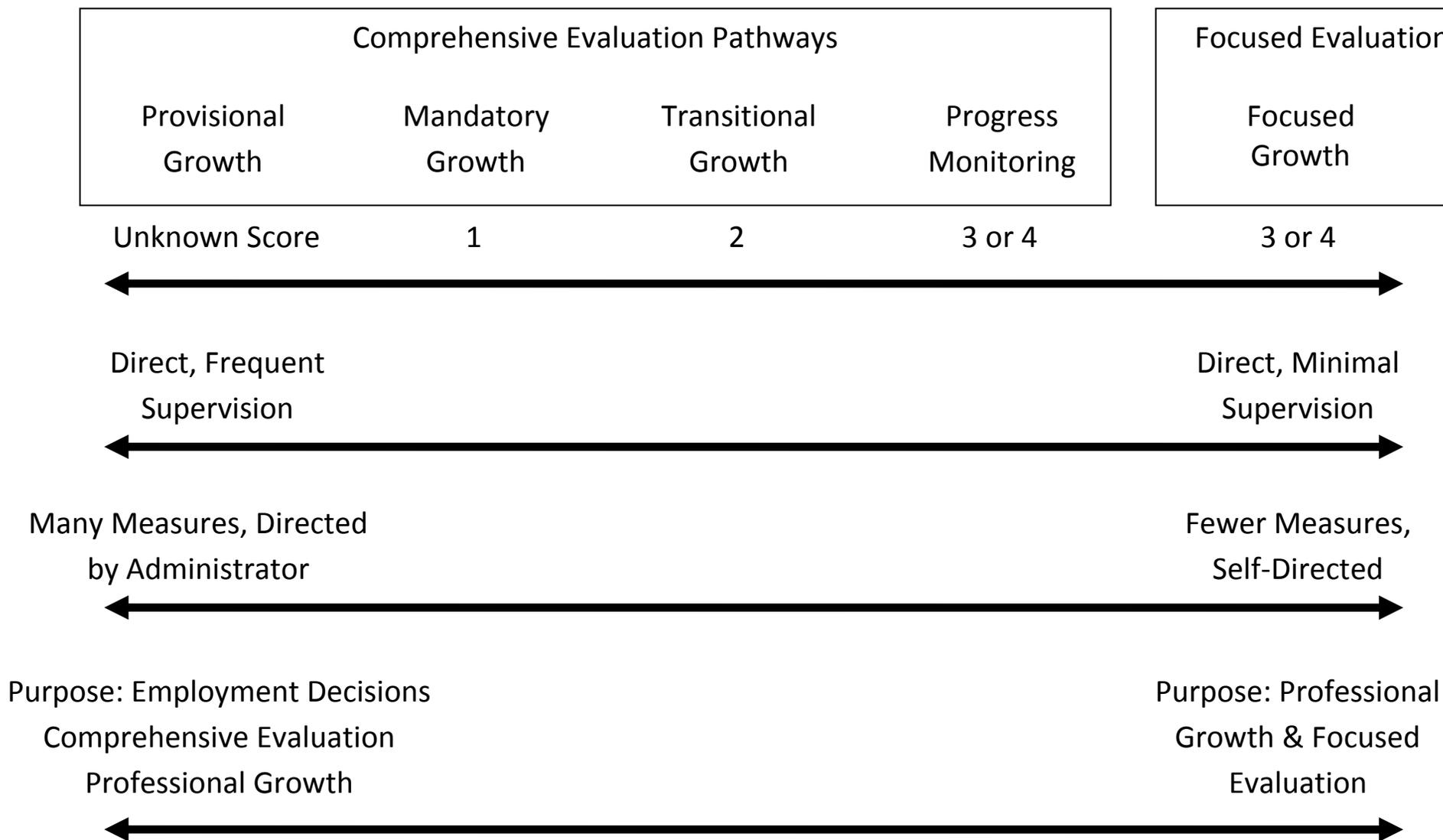
- Principal's presentation of data
- Principal's presentation of efforts to improve instruction and intervention to increase student achievement and close the gap
- Principal's presentation of results from intervention efforts to close the achievement gap

Professional Growth

- Principal Cycle of Inquiry
- Vanderbilt Assessment for Leadership in Education perception data
- Informal perception data
- Principal's reflection on past evaluations

Anacortes School District Teacher Evaluation Pilot

Pathways for Professional Growth Continuum



Student Growth Rubric

Teacher demonstrates student growth between two points in time formally at least once during the school year.

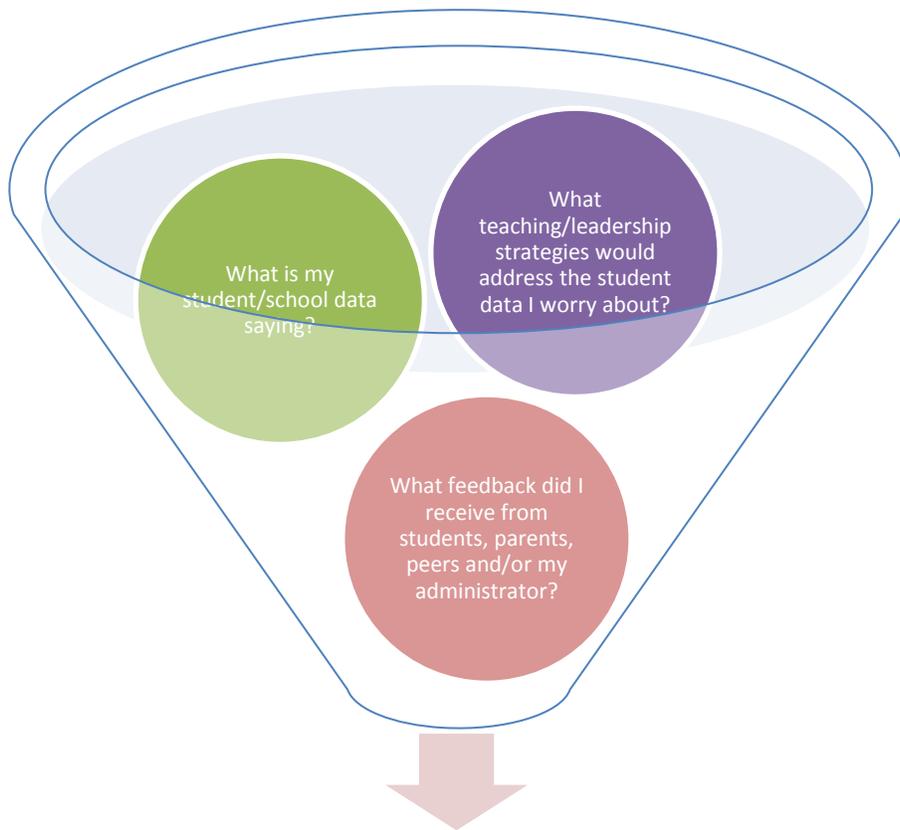
Indicator	1 - Unsatisfactory	2 - Basic	3 - Proficient	4 - Distinguished
<p style="text-align: center;">SG1</p> <p style="text-align: center;">Establishing Student Growth Goal(s) P1, SE1, P3, SE4</p>	Teacher does not write a growth goal for students, or the growth goal that is written is not measurable and/or is not aligned to grade level or content standards.	Teacher writes student growth goal(s) for students, for attainment during a determined period of time, which are measurable and aligned with grade level or content standards.	Teacher writes student growth goal(s) for students, for attainment during a determined period of time, which are measurable, aligned with grade level or content standards, and have a rationale that is based on student need.	Teacher writes student growth goal(s) targeted at specific students, for attainment during a determined period of time. Goal(s) are measurable, aligned with grade level or content standards, are rigorous, represent student performance at 2 points in time and have a rationale that is based on student need as determined by student data.
<p style="text-align: center;">SG2</p> <p style="text-align: center;">Collection of Student Data Before, During, and After Learning A2, A3, A4</p>	Teacher collects limited forms of student data throughout the year.	Teacher collects a few forms of student data throughout the year that is aligned to the student growth goal(s), to analyze student growth. Standardized test scores are used to measure growth when relevant and available.	Teacher collects multiple forms of student data throughout the year that is aligned to the student growth goal(s), to analyze student growth. Standardized test scores are used to measure growth when relevant and available.	Teacher collects multiple forms of student data throughout the year that is aligned to the student growth goal(s), to analyze student growth. Data collected includes student voice. Standardized test scores are used to measure growth when relevant and available.
<p style="text-align: center;">SG3</p> <p style="text-align: center;">Achievement of Student Growth Goal(s) A5</p>	Few students meet the learning goals. Evidence from student data supports the conclusion that few students met their growth goals.	Some students meet the learning goals. Evidence from a few forms of student data, that is aligned to the growth goals, support the conclusion that some students met their growth goals.	Most students meet or exceed the learning goals. Evidence from multiple forms of student data, that is aligned to the growth goals, support the conclusion that most students met their growth goals.	All students meet or exceed the learning goals. Evidence from multiple forms of student data, that is aligned to the growth goals, support the conclusion that all students met their growth goals.
<p style="text-align: center;">SG4</p> <p style="text-align: center;">Analysis of Student Growth Process CP5, A6</p>	The teacher cannot explain the goal that was set and why, and/or the outcome of learning.	Teacher can explain the goal(s) that were set, the data that was used to measure the goal, and the outcome of the learning.	Teacher can explain the goal(s) that were set and why, the data that was used to measure the goals, and the outcome of the learning for the targeted students.	Teacher can explain the goal(s) that were set and why, the data that was used to measure the goals, the outcome of the learning for the targeted students, and a few considerations for future practice.

PROFESSIONAL GROWTH RUBRIC

Teacher demonstrates professional growth in observable instructional practices.

		1 - Unsatisfactory	2 - Basic	3 - Proficient	4 - Distinguished
State Criteria 1. Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning	Indicator				
	PG1 Completion of self-assessment and reflection	Teacher does not complete a self-assessment and/or reflection.	Teacher completes a self-assessment and reflection.	Teacher completes a self-assessment, reflection and references evidence from his/her practice	Teacher completes a self-assessment, reflection and references evidence from his/her practice, and previous feedback from the evaluator, information learned from professional development, and/or information learned from work with colleagues, etc.
	PG2 Use of outside data to complete self-assessment	Teacher did not gather perception information.	Teacher gathers some perception information but did not reference it when completing the self-assessment/reflection.	Teacher gathers and references student perception information when completing the self-assessment/reflection.	Teacher gathers and references student perception information and either parent or peer perception information when completing the self-assessment/reflection.
	PG3 Areas of strength and growth	Teacher cannot identify any areas of strength and areas for growth. Teacher does not show professional growth as evidenced by principal observations.	Teacher can identify areas of strength and areas for growth. Teacher shows professional growth in identified areas; level of growth is supported by principal observations.	Teacher can identify areas of strength, areas for growth and establishes related growth goals. Teacher shows professional growth in identified areas; level of growth is supported by some forms of evidence including principal observations and artifacts.	Teacher can identify areas of strength, areas for growth, and establishes related growth goals which are based on supporting evidence. Teacher shows professional growth in identified areas; level of growth is supported by many forms of evidence including principal and peer observations and multiple forms of artifacts.
PG4 Effort toward improving instructional practice	Teacher's instructional practice did not improve. Evidence from data shows how teacher's instructional practice did not improve. Teacher cannot explain action steps taken toward improving instructional practice.	Teacher's instructional practice improved. Evidence from data shows how teacher's instructional practice improved. Teacher can explain action steps taken toward improving instructional practice and the outcome of the actions.	Teacher's instructional practice improved in a few areas. Evidence from data shows how teacher's instructional practice improved in a few areas. Teacher can explain action steps taken toward improving instructional practice, why the action steps were chosen, and the outcome of the actions.	Teacher's instructional practice improved in many areas. Evidence from multiple forms of data show how teacher's instructional practice improved in many areas. Teacher can explain action steps taken toward improving instructional practice, why the action steps were chosen, the outcome of the actions, and next steps toward growth.	

Anacortes School District Cycle of Inquiry



Develop my Cycle of Inquiry:

- What is the inquiry?
- What research based teacher/principal strategy/skill will I focus on for this cycle? What does the research say about student growth?
- As I work on this new skill/strategy, what teacher/principal data will I collect? What data could a peer or an evaluator collect?
- What student data will I collect? Did I consider multiple types of data?
 - What perception data could I collect?

Cycle of Inquiry

