

Year at a Glance-Teacher Evaluation Process

Steps to Using eVAL Washington



Note: A teacher in his/her third year of provisional status must have a third formal observation.

Note: New employee 90-day observation should be completed by Nov./Dec.

Danielson Teacher Evaluation Process



Designed For Washington State

Self-Assessment: Each teacher reflects on his/her practice and completes a self-assessment using the 8 WA State Teacher Criteria which contain the four domains, 22 components and four levels of performance found in the Framework for Teaching. This is a personal reflection of practice and the teacher has the option of sharing or not sharing the results with the administration. The self-assessment serves as a tool for the goal setting and collaborative conference.

Goal Setting and Collaborative Conference: Washington State Law 5895 stipulates that individual teachers are to develop a student growth goal in Criterion 3 and 6 and a “group” goal for Criterion 8. Each teacher combines his/her self-assessment with district and building initiatives and student information as the foundation for the student growth goals and writes a goal for **either Criterion 3 or 6**. The **goal setting/collaborative conference** document is completed and sent to the administrator (electronically, ideally) prior to the goal setting/collaborative conference.

The administrator reviews the document in advance of the goal setting conference and a conference date is determined. The teacher and administrator discuss the teacher-selected goal and then collaborate on establishing a goal for the remaining Criterion (3 or 6) and Criterion 8.

Special Note: Based on a teacher’s self assessment, he or she could select one of the 22 Framework for Teaching components as an additional goal for the year.

Observation Process

Step 1: The Lesson Plan

For announced/formal observations, the teacher completes the **lesson plan** document, and sends it to the evaluator (electronically, ideally) prior to the announced visit and/or prepares to discuss the questions at the pre-observation conference.

The administrator reads the plan (if provided in advance) and prepares for the pre-observation conference. This plan becomes evidence for Domain 1.

Step 2: Pre-Observation Conference

The teacher and administrator meet and discuss the plan and identify any specific area(s) of focus. (The goals may be referenced if applicable.)

Additional information gathered during the pre-conference becomes a part of the evidence for Domain 1.

Step 3: Evidence Collection

The administrator conducts the observation of practice, collecting evidence using the **evidence gathering** document.

The administrator shares a copy of the evidence (electronically, ideally) with the teacher, who may add to it or correct it as necessary.

This becomes evidence of Domains 2 and 3.

Step 4: Teacher Reflection and Self-Assessment

The teacher conducts a self-assessment of the lesson by (1) reviewing the administrator's evidence; and (2) answering the **post conference questions**. He/she shares the assessment of the lesson (electronically, ideally) by highlighting the appropriate components/levels of performance on the **evidence gathering** document that he/she had received from the administrator.

The teacher sends the self-assessment to the evaluator within the contractually specified timeframe of the observation.

The administrator studies the teacher's self-assessment and places an asterisk on the **evidence gathering** document on the "components of agreement," that is, those components where the teacher's self-assessment of the lesson matches with the evaluator's assessment of that component.

The administrator **DOES NOT MARK** the components where the teacher's and the evaluator's thinking do not match. These will be discussed and completed in Step 5.

Step 5: Collaborative Assessment

The teacher and administrator meet for the post-teaching conference, in which they discuss the "components of difference," that is, those components where the teacher's self-assessment of the lesson is different from the evaluator's thinking.

The teacher takes the lead in discussing the evidence and his/her reasons for assessing the component as he/she did. The administrator responds with his/her thoughts, and together they arrive at a collaborative assessment for the components of difference, recording these on the **evidence gathering** document.

The teacher and administrator discuss and collaborate on the "areas of strength", areas of growth" of the teacher's practice and "next steps." These are added to the document. In the event that the administrator and teacher cannot come to agreement, the teacher will be given an opportunity to provide additional evidence of the teaching experience. If agreement still cannot be reached, then the administrator's assessment will be recorded, following whatever due process agreements are contractually in place.

SPECIAL NOTE: Evidence for Domain 4 components may be discussed during the post-conference if time allows.

★ **Review of Goals:** The teacher and administrator should review (time permitting) the progress of the goals as a part of the pre or post conferences or initiate a "mini" goals review during the year.

Step 6: Summative Evaluation

At the end of the evaluative cycle, the teacher is invited to review the evidence accumulated throughout the cycle, including:

- Formal observations/evaluations
- Informal observations/evaluations
- Walk-through observations
- Artifacts
- Related data (test scores, absentee records, etc.)
- Ancillary evidence as permitted by contract (parent phone calls, awards, etc.)

The teacher uses the evidence to conduct a self-assessment for current, typical performance for the year's evaluative cycle using the **summative evaluation** document. The **summative evaluation** is based on the 8 WA State Teacher Criteria which contain the four domains, 22 components and four levels of performance found in the Framework for Teaching.

The self-assessment is sent (electronically, ideally) to the administrator prior to the summative evaluation conference. During the conference, the teacher and administrator acknowledge the criteria where the assessment is the same and discuss the criteria/criterion where there is a difference.

In the event that the administrator and teacher cannot come to agreement, the teacher will be given an opportunity to provide additional evidence of the year's teaching experience. If agreement still cannot be reached, then the administrator's assessment will be recorded following whatever due process agreements are contractually in place.