

## Focused Evaluation

Eligibility	Criterion Selection	Professional Goals	Formal Observation	Changing Evaluation Option
<ul style="list-style-type: none"> <li>•Non-provisional teacher</li> <li>•Received an evaluation rating of “Proficient” or higher the previous school year</li> <li>•May remain on Focused Evaluation for (3) three years</li> <li>•Being on Focused Observation allows you to give more attention to a specific area of teaching during a school year instead of all (8) criteria.</li> </ul>	<ul style="list-style-type: none"> <li>•May select from any of the (8) state criteria unless: <ul style="list-style-type: none"> <li>•Received less than a “proficient” rating on Criteria 1, 2, or 5 on the previous year’s evaluation or;</li> <li>•Has not been evaluated on Comprehensive Evaluation</li> </ul> </li> <li>•This means that you may pick one (1) criterion from any of the (8) criteria as long as you do not fit any of the descriptions above though it is highly recommended that you choose from Criteria 1, 2, or 5.</li> <li>•If teacher fits any of the above descriptions then: <ul style="list-style-type: none"> <li>•Teacher will select a criterion from Criteria 1, 2, or 5</li> <li>•Selection of criterion will be approved by the teacher’s evaluator</li> <li>•Criterion may have been identified in the “self-assessment” or in the previous year’s Comprehensive Evaluation</li> </ul> </li> <li>•This means that you are to pick (1) one from Criteria 1, 2 or 5. Pick the one that will really help to improve your teaching.</li> </ul>	<ul style="list-style-type: none"> <li>•Teacher will develop professional goals and a plan with timelines</li> <li>•Evaluator and teacher will mutually agree on the goals and plan for the school year</li> <li>•Teacher will monitor his or her progress and make adaptations as needed</li> <li>•Plan will be guided by the “self-assessment” or the prior year’s Comprehensive Evaluation (Bring documents that guided goal selection)</li> <li>•The plan must include three goals: <ul style="list-style-type: none"> <li>•(2) instructional goals on the criterion being evaluated</li> <li>•(1) student growth goal (SG 3.1, or SG 6.1)</li> </ul> </li> <li>•If Criterion 3 or Criterion 6 was selected for evaluation, then the student growth goal <b>must</b> be selected from that criterion</li> <li>•Develop two professional goals from the criterion you chose.</li> <li>•Remember, your student growth goal is going to come from SG 3.1 or SG 6.1 depending upon the criterion you selected.</li> <li>•Be sure your evaluator is in agreement with your goals.</li> </ul>	<ul style="list-style-type: none"> <li>•Annual observation time not less than (60) sixty minutes</li> <li>•Minimum of (2) observations each school year; one required observation must be formal with pre/post conferences; the remainder of the observations may be informal without pre/post conferences</li> <li>•If mutually agreed, another observation may be broken into smaller time increments</li> <li>•At the very least, you must have one formal observation.</li> <li>•The remainder of your observations may: <ul style="list-style-type: none"> <li>•Be a documented observation that is not prescheduled for the purpose of gathering more evidence</li> <li>•May occur outside of the classroom (ex. department or collegial meetings)</li> </ul> </li> <li>•Remember that you should be notified <u>in writing</u> by your evaluator if any information from informal observations is used in your evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>•Teacher or evaluator can initiate a move from Focused Evaluation to Comprehensive Evaluation</li> <li>•The decision must be made prior to February 1<sup>st</sup></li> <li>•A change to the Comprehensive Evaluation must be preceded by at least (1) one meeting to discuss the need for the change and provide an opportunity for a response and decision</li> <li>•Is a move from Focused Evaluation to Comprehensive Evaluation being considered?</li> <li>•Be sure to have a meeting with your evaluator and talk it over.</li> <li>•The deadline to make this change is PRIOR to February 1<sup>st</sup>.</li> </ul>

# Wenatchee School District 2013-2014 Focused Evaluation Scoring

Teacher:

Evaluator:

The Summative Criteria Score is the sum of the components scored in the "selected criterion" and the "selected student growth components".



<b>Criterion 1: Expectations</b> 	=
<b>Criterion 2: Instruction</b> 	=
<b>Criterion 3: Differentiation</b> 	=
<b>Criterion 4: Content Knowledge</b> 	=
<b>Criterion 5: Learning Environment</b> 	=
<b>Criterion 6: Assessment</b> 	=
<b>Criterion 7: Families and Community</b> 	=
<b>Criterion 8: Professional Practice</b>  = Criterion 8 score	=

**Marzano Rubric Components**  
(each scored 1-4)

- Student Growth Component
- Instructional and Professional Practice Component

Component Scoring Chart: Select (1) criterion and (2) student growth criterion

Criterion	Criterion	Minimum Components Scored	Student Growth Components Scored	Minimum Total Number of Components
Criterion 1	Criterion One	4	2	6
	Criterion Two	4	2	6
	Criterion Three	2	2	4
	Criterion Four	2	2	4
Criterion 2	Criterion Five	4	2	6
	Criterion Six	3	2	5
	Criterion Seven	2	2	4
	Criterion Eight	4	2	6
Criterion 3				
Criterion 4				
Criterion 5				
Criterion 6				
Criterion 7				
Criterion 8				

*Final Summative scores will be determined from the following table using the Total Criterion Score.*

Criterion	# of Components	1	2	3	4
Criterion 1	1	1	2	3	4
	2	2	3-4	5-6	7-8
	3	3-4	5-7	8-10	11-12
	4	4-5	6-9	10-13	14-16
Criterion 2	5	5-6	7-12	13-17	18-20
	6	6-8	9-14	15-20	21-24
	7	7-10	11-17	17-24	25-28
	8	8-11	12-18	19-26	27-32
Criterion 3	9	9-13	14-22	23-31	32-36
	10	10-14	15-24	25-34	35-40
Criterion 4					
Criterion 5					
Criterion 6					
Criterion 7					
Criterion 8					

## Student Growth Impact

A rating of 1 on ANY student growth component triggers a "Student Growth Inquiry"

## FINAL RATING:

Unsatisfactory    Basic    Proficient    Distinguished

Criterion Total