



Cosmopolis School District

and

Cosmopolis Education Association

Collective Bargaining Agreement
September 1, 2019– August 31, 2021

Table of Contents

I. PREAMBLE	1
II. WITNESS	1
III. RECOGNITION	1
IV. MANAGEMENT RIGHTS.....	1
V. RIGHTS OF THE ASSOCIATION.....	1
VI. EMPLOYEE RIGHTS.....	2
VII. CONFORMITY TO LAW	2
VIII. SAVINGS CLAUSE.....	3
IX. DISTRIBUTION OF AGREEMENT.....	3
X. WORKING DAYS AND WORKING CONDITIONS FOR TEACHERS.....	3
XI. WORKDAY FOR TEACHERS	3
XII. JUST CAUSE/DUE PROCESS	4
XIII. PAYROLL DEDUCTION.....	5
XIV. PERSONNEL FILE	5
XV. NO STRIKE.....	5
XVI. PROVISIONS FOR LIABILITY INSURANCE.....	5
XVII. LEAVES.....	5
A. SICK LEAVE.....	5
B. EMERGENCY LEAVE.....	6
C. LEAVE FOR BEREAVEMENT	6
D. PROFESSIONAL LEAVE.....	7
E. PERSONAL LEAVE.....	7
F. FAMILY AND MEDICAL LEAVE	7
G. SHORT TERM LEAVE OF ABSENCE	7
H. LONG TERM LEAVE OF ABSENCE.....	7
I. LEAVE FOR ASSOCIATION BUSINESS	8
XVIII. GRIEVANCE PROCEDURE.....	8
1. STEP 1- INFORMATIONAL LEVEL.....	8

2. STEP 2- FORMAL LEVEL - Superintendent	8
3. STEP 3- BOARD LEVEL.....	8
4. STEP 4- ARBITRATION.....	9
5. JURISDICTION OF ARBITRATOR	9
6. TIME LIMITS	9
7. REPRISALS	10
8. COSTS.....	10
XIX. REDUCTION-IN-FORCE OF CERTIFICATED STAFF.....	10
XX. EVALUATION	11
A. Responsibility for Evaluation	11
B. Required Evaluations.....	11
C. The Evaluation Process	11
D. Professional Development.....	12
E. Evaluation Criteria	12
F. Criterion Performance Scoring.....	13
G. Summative Performance Rating	13
H. Student Growth Data.....	13
I. Observation Criteria	15
J. Observation Procedures	15
K. Comprehensive Evaluation	15
L. Focused Evaluation.....	16
M. Evaluation Procedures	16
N. Probation.....	17
O. Notice of Discharge, Removal from Assignment	18
XXI. ECONOMIC PROVISIONS	19
XXII. EXTRA CURRICULAR SALARY SCHEDULE.....	20
XXIII. REOPENER CLAUSE	20
XXIV. DURATION	20

1 **I. PREAMBLE**

2 This agreement is made and entered into between the Cosmopolis School District No. 99, hereinafter called
3 the "District" or "Management" and the Cosmopolis Education Association, hereinafter called the
4 "Association".

5 **II. WITNESS**

6 WHEREAS, the administration of the system of public instruction and well-being of employees requires that
7 orderly and constructive relationships be maintained between the parties hereto, and,
8

9 IN CONSIDERATION of the following mutual covenants, it is hereby agreed as follows:

10 **III. RECOGNITION**

- 11 A. The Employer hereby recognizes the Cosmopolis Education Association as the sole and exclusive collective
12 bargaining representative for all full-time or regular part-time non-supervisory certificated employees,
13 whether under contract or on leave by Board action.
14
15 B. Unless the context in which they are used clearly requires otherwise, words used in this agreement
16 denoting gender shall include both the masculine and feminine; and words denoting number shall include
17 both the singular and the plural.

18 **IV. MANAGEMENT RIGHTS**

19 The Association recognizes that the District has the responsibility and authority to manage and direct, on
20 behalf of the public, all the operations and activities of the school district to the full extent authorized by law.
21 All rights of management in policy making; establishment of rules and regulations and direction of the school
22 district, its students and its staff; not specifically limited by this agreement, are retained by the District.

23 **V. RIGHTS OF THE ASSOCIATION**

- 24 A. It is the right of the Association to negotiate those items which are defined as mandatory items:
25 1. Wages.
26 2. Hours.
27 3. Terms/conditions of employment except as limited by this Agreement.
28
29 B. Inter-school mail facilities may be used for distribution of Association communications so long as such
30 communications are labeled as Association materials and contain the name of the authorizing Association
31 official and are not detrimental to District employees or defaming of any individual or group.
32
33 C. Association members may use District facilities and equipment, including computers, copiers, Audio Visual
34 and office equipment, at reasonable times to conduct Association business when such equipment is not
35 otherwise in use. The Association will reimburse the District for use of the copy machine at the current
36 copy price.
37
38 D. School facilities may be used for Association meetings at reasonable times during non-duty hours provided
39 that such meetings shall not interfere with the normal school operations. Application for the use of school
40 buildings shall be placed with the Superintendent's office.
41
42 E. At no time shall the Association utilize said rights for the purpose of initiating or promoting a work action
43 against the District.

- 44 F. The District agrees to furnish the Association, in response to requests, all available information concerning
45 the financial resources of the District and such other information as will assist the Association in
46 developing programs on behalf of the employees, together with information which may be necessary to
47 process any grievance or complaint or to develop bargaining proposals. The district agrees to furnish all
48 public records concerning the financial resources of the district.
49
- 50 G. The district and the association shall meet to discuss problems relating to interpretation or compliance
51 with this collective bargaining agreement and any other issue of concern to either party. The agenda
52 items will be submitted a week prior to the meeting. The parties may mutually agree to add to the agenda
53 prior to the meeting. Such meetings will be held as requested by either party. If the meetings are held
54 during the workday, the employee shall suffer no loss in pay.

55 **VI. EMPLOYEE RIGHTS**

56 Education is fostered and promoted in an atmosphere in which academic freedom for staff is encouraged and
57 promoted, with due consideration to rights of the students and community. Academic freedom includes
58 studying, investigating, presenting or interpreting facts, information and ideas and controversial issues.
59 Teachers are entitled to academic freedom subject to accepted standards of professional responsibility within
60 the frameworks of district policies and administrative procedures and the laws and rules of the State of
61 Washington. The responsibilities include a commitment to democratic tradition, a concern for the rights,
62 welfare and growth and development of children; objective scholarship and recognition of the maturity level
63 of students.
64

65 When a non-school employee has formally requested to observe a teacher, the following guidelines will be
66 followed:

67 The teacher will schedule the observation within twenty-four (24) hours.

68 The teacher or patron may request a pre- or post-conference.

69 Observations will not disrupt the classroom procedure or learning activity.
70

71 Teachers will serve on the hiring and interviewing committees whenever possible.
72

73 Staff Safety: Staff safety is a priority. Teachers, staff and administration will work collaboratively and
74 proactively to provide a safe educational environment. All legally allowable information on students will be
75 shared with teachers.
76

77 Teachers are to report any injuries or potentially dangerous situations to the administration at their first
78 opportunity.

79 **VII. CONFORMITY TO LAW**

80 If any provision of this Agreement shall be found contrary to law, such provision shall have effect only to the
81 extent permitted by law, but the remainder shall continue in effect for the duration of the Agreement.
82

83 Any provision held contrary to law shall be renegotiated as soon as possible.
84

85 In the event that the legislature or one of its administrative agencies mandates items relating to wages, hours,
86 terms, and conditions of employment for the life of this Agreement, the Board and the Association shall
87 negotiate on such items only.
88
89

90 **VIII. SAVINGS CLAUSE**

91 Should any article, clause, or provision of the Agreement be declared illegal by final judgment of a court of
92 competent jurisdiction, such invalidation of such article, clause, or provision shall not invalidate the remaining
93 portions hereof. It is further understood and agreed that payment of the salary stated in this contract and the
94 District obligation thereunder is subject to availability of funds.

95 **IX. DISTRIBUTION OF AGREEMENT**

96 The District shall provide each certificated employee a copy of the Agreement within two weeks after the
97 effective or the signatory date, whichever is later.

98 **X. WORKING DAYS AND WORKING CONDITIONS FOR TEACHERS**

99 A. Each employee shall be given a contract for the base number of school days established by the
100 District. The responsibility days formerly provided are now part of the base contract and salary
101 schedule. The responsibilities attached to those days are now part of the regular contracted salary. The
102 activities include, but not limited to the following:
103 a. Professional growth activities such as in-service, professional workshops, visiting model programs,
104 etc., as related to individual teacher professional goals.
105 b. School Improvement activities such as planning for classroom and school discipline, climate and
106 human relations, implementation of school-wide programs, activities, and/or themes, etc.
107 c. Curriculum Planning and Development activities such as grade level meetings, organizing and/or
108 working on classroom curriculum projects, committee work, etc.
109 d. Participation in before or after school Special Ed meetings such as IEP, MDT, and Evaluation.

110 Any future additional compensation for responsibility must conform to the rules regarding enrichment
111 activities.

112
113 B. Certificated staff will be compensated for one day beyond the base number of school days established by
114 the legislature at the employee's per diem. This compensation will be paid for attending a back-to-school
115 staff meeting/in-service scheduled by the District prior to commencement of the new school year.

116 C. In addition to the base number of school days, a total of five (5) additional days will be worked at the
117 per diem rate of pay. Five (5) additional days, comprised of seven (7) hours, will be District directed days,
118 which may be used for training, staff collaboration, hours spent beyond the workday where the employee
119 must return to the work site at the explicit request of the District, for activities such as Open House, music
120 concerts, programs, etc.
121

Contract Section	Number of Days	Purpose
X.B	One (1) day	Back-to-school staff meeting/in-service scheduled by the District prior to school year start.
X.C.2.	Five (5) days	District Directed Days. NOTE: These days are subject to XXI.G

122 **XI. WORKDAY FOR TEACHERS**

123 A. The workday will be from 8:00 AM until 3:30 PM or from 7:30 a.m. until 3:00 p.m. less a thirty (30) minute
124 duty free lunch. The workday hours must be declared by the employee to the Superintendent in writing
125 by the first school day of the year. However, 7:30 AM meetings that are set by the District will be
126 mandatory for all certificated staff to attend regardless of their declared work hours.

- 127 B. The teaching day shall be from 8:20 a.m. until 2:30 p.m. It is the intent of both the Association and the
128 District that 8:00 to 8:20 A.M. and 2:30 to 3:00 P.M. is designated for attending meetings, tutoring
129 students and planning time.
- 130 C. Standard student early release will be provided for each trimester for the preparation of student report
131 cards or fall conferences.
- 132 D. Each certificated employee shall have a thirty (30) minute duty-free lunch period.
- 133 E. The District shall provide a daily fifteen (15) minute duty-free recess or break for all employees. It is
134 understood, however, that certificated employees on break will be expected to aid in the event of an
135 emergency.
- 136 F. It shall be required that lesson plans and student data be available for review by appropriate supervisors
137 weekly, and that lesson plans be available for substitutes.
- 138 H. Employees shall use reasonable care with non-consumable materials, equipment, and facilities assigned
139 specifically to them.
- 140 I. If a teacher is injured on the job, L & I and Workers Compensation rules and regulations will be followed
141 including reporting the injury immediately to the Superintendent or Designee.
- 142 J. Employees shall seek and accept supervisory assistance as needed.
- 143 K. Class and assignment schedules should be developed to allow preparation time for certificated employees
144 directly involved in full time classroom instruction. The length of time shall be 150 minutes per week
145 within the student day. During fall and spring conference periods, employees will alternate days each will
146 have their planning periods. It is recognized that the District retains the right to determine which days the
147 change of scheduled preparation will be required. Specialists such as physical education, technology, and
148 library may be utilized to provide planning time. Planning time will be pro-rated for part-time employees.
- 149 L. Non-instructional duties including, but not limited to recess, bus duty, and lunchroom supervision shall not
150 be assigned to classroom teachers. They may be asked to do such duties in an unexpected emergency, but
151 will not be assigned to them on a regular basis.
- 152 M. The School Board, at its sole discretion, may decide that all or parts of items K and L of this article to be
153 null and void for any school year for which the District implements a reduction in force pursuant to Article
154 XX, experiences a reduction in local/state/federal funding, and/or experiences a double educational
155 programs and operations levy failure. If the Board decides that all or parts of Items K and L of this Article
156 are null and void, the Association will receive written notification of said decision.

157 **XII. JUST CAUSE/DUE PROCESS**

- 158 A. An employee shall not be formally disciplined except for just cause. The extent of any disciplinary action
159 shall be in keeping with the seriousness of the infraction.
- 160 B. A process of progressive discipline shall be followed which normally includes documented verbal warning,
161 written reprimand, and suspension; with non-renewal or discharge as a final resort unless the allegations
162 involve illegal behavior, at which time the District may choose to bypass the warning and reprimand steps.
- 163 C. All information forming the basis of any disciplinary action shall be made available to the affected
164 employee upon request. Any complaint made against an employee by any parent, student, or other
165 person not called promptly to the attention of the employee, shall not be used as the basis for disciplinary
166 action.
- 167 D. Any employee shall be entitled to have present a representative of the Association during any disciplinary
168 proceedings. When a request for such representation is made, no action shall be taken with respect to the
169 employee until such representative of the Association is present. In no case shall this request for
170 representation delay the meeting more than forty-eight (48) hours.
- 171 E. Both the District and the Association agree that situations arising out of this section shall be handled in a
172 confidential manner.

173 **XIII. PAYROLL DEDUCTION**

- 174 A. The Association shall have the right of automatic payroll deduction of its membership dues. Those
175 Association members employed less than full time will pay a prorated amount of the total dues.
176 B. The District shall, upon receipt of authorization from an employee, deduct from the employee's salary and
177 make appropriate remittance for insurance plans, tax-sheltered annuities, credit union, NEA, NEAFCPE,
178 WEA, WEA-R, WEA Chinook, WEA CHINOOK-R, and the Association, savings bonds, charitable donations, or
179 any other programs jointly approved by the Association and the District or its designee.

180 **XIV. PERSONNEL FILE**

- 181 A. Upon request, employees or former employees shall have the right to, in the presence of an administrator,
182 inspect all contents of their complete personnel file kept in the District office. At the employee's request,
183 a representative may be present at the personnel file review. Such file shall be the official and only
184 personnel file. Upon request, a copy of any documents contained therein shall be afforded the employee.
185 Any documents noted in any file directly related to employee discipline or adverse effect to contract status
186 shall be called to the attention of the employee within ten (10) working days after its notation and the
187 employee shall have the right to attach his or her own comments.
188 B. No disciplinary materials, correspondence, or other material making derogatory reference to an
189 employee's character or manner shall be kept or placed in the personnel file without the employee's
190 knowledge and opportunity to attach his own comments. A copy of the disciplinary items placed in the
191 employee's personnel file will be provided to the employee.
192 C. The signature does not necessarily denote agreement with the contents. It simply means the employee
193 has seen the material. Disciplinary material may be removed from the employee's personnel file, at the
194 employee's request, after two (2) years, provided that no further incident of a similar nature has occurred
195 during that period of time.
196 D. Grievance materials shall not be placed in personnel files.

197 **XV. NO STRIKE**

198 The Association will not cause a work stoppage in any form, or condone interference with the daily school
199 operation, during the life of this Agreement. The District has the right to discipline any employee who violates
200 this no-strike clause.

201 **XVI. PROVISIONS FOR LIABILITY INSURANCE**

202 The District shall continue to meet its statutory obligations for liability insurance as prescribed in RCW
203 28A.400.360, during the life of this agreement.

204 **XVII. LEAVES**

205 A. SICK LEAVE

206 At the beginning of each school year, every certificated employee shall be credited with a total of twelve (12)
207 days with pay for illness, injury, or emergency. Compensation for such leave shall be the same as the
208 employee would have received had the employee not taken leave. This leave also applies to persons under
209 employment contract with the District as part-time employees; however, such employees shall receive that
210 portion of twelve days as the total number of days contracted hours to 180 days.

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212 Unused sick leave under this provision shall accumulate as provided by law. The intent of sick leave is to make
213 it possible for certificated employees to be absent for illness, injury, or emergency, but not for personal
214 pleasure or profit. Any direct abuse of the sick leave provision as judged by the District shall result in loss of
215 pay for the days missed and/or disciplinary action.

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1. Sick leave may be applied to absence caused by illness or injury of a certificated employee or the employee's immediate family. "Immediate family" for purposes of this section shall be defined as the employee's spouse/domestic partner, son or daughter, sibling, aunt, uncle, niece, nephew, parent, grandparents, grandchildren, including "step" and "in-law" relationships, or anyone permanently living at the employee's residence and considered part of the family requiring treatment or supervision of the certificated employee.
 2. Employees upon finding it necessary to be absent from their assigned duties by reason of illness, injury, or emergency, shall notify their immediate supervisor or the District designated employee for this purpose, at the earliest possible time stating the reason thereof. If any instance involving use of a fraction of a day's sick leave, the minimum charge to a certificated employee's sick leave account shall be one hour.
 3. Upon return to work, the employee shall follow district procedures for reporting absences. For absences greater than five (5) consecutive working days, the employee may be required to furnish a certificate issued by a medical professional.
 4. Maternity, childbirth, and recovery from childbirth shall be considered a form of illness for the purpose of this leave.
 5. The employees and the Association shall recognize that sick leave abuse, chronic tardiness or absenteeism, or other deficiencies in professional performance shall result in appropriate disciplinary action by the Board.

237 B. EMERGENCY LEAVE

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1. Up to five (5) days of paid emergency leave per year, deducted from sick leave, shall be granted for certificated employees for use due to a problem requiring the personal attention of the certificated employee and having arisen out of unforeseen and unexpected circumstances that creates an air of crisis or extreme need. The circumstances must present a grave and clear danger that imminently threatens physical or mental health or would result in irremediable harm or in immediate disaster to life or property unless some action is taken. This leave is of such nature that planning was not possible, or where preplanning could not relieve the necessity for the certificated employee's absence.

246 A written application for emergency leave must be returned to the district office on the day of return to
247 school.

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2. In the event that leave is not granted, any days taken under this category will be deducted from personal leave [up to four (4) days, if still available, in the employee's leave] or the missed days of contract service will be deducted from pay for the certificated employee.

253 C. LEAVE FOR BEREAVEMENT

254 Up to five (5) days of paid leave may be authorized by the District in the event of the death in the employee's
255 immediate family. This leave will not be taken from sick leave. The District retains the right to require the
256 employee to supply proof of the relationship of the deceased. Immediate family for the purposes of this
257 section shall include children, parents, spouse/domestic partner, brother- or sister-in-law, siblings,
258 grandparents, and mother- or father-in-law, grandchildren, daughter or son-in-law, aunt, uncle, nephew, niece
259 and/or any relative or significant other residing in the employee's household. The aforementioned terms
260 include step relationships, any custodial relationship, anyone permanently residing in the employee's
261 residence and/or considered part of the family.
262

263 D. PROFESSIONAL LEAVE
264 Professional In-service Educational meetings are encouraged and may be attended provided that:
265
266 1. Twenty-four (24) hour prior notice of request and approval for attendance is granted by the Board or
267 designee;
268 2. Substitutes are paid at District expense;
269 3. Necessary expenses are paid by the District;
270 4. The regular contract rate for teacher continues;
271 5. The absence does not affect leave status;
272 6. The credit earned from such meetings may be applied to the salary schedule of said certificated employee,
273 only if the employee pays for the credit earned;
274 7. The meetings shall be directly related to the teacher's major assignment in the District;
275 8. The teacher is willing to present information from the Professional In-service Educational meeting at the
276 next staff meeting or other designated time by the Superintendent.
277

278 E. PERSONAL LEAVE
279 Up to two (2) days per contract year shall be granted for personal leave not to come from sick leave. Unused
280 leave under this Agreement shall accumulate up to a maximum of four (4) days. Unused personal leave may
281 be cashed out at the substitute rate of pay. Written request for cash out must be received by the District no
282 later than the last school day of the school year.
283
284 Unused personal leave may be cashed out at the substitute rate of pay at the end of each school year.
285
286 1. Notice of request must be given two (2) working days prior to anticipated leave;
287 2. Not more than two (2) certificated employees shall be granted leave at the same time;
288 3. No leave shall be granted immediately before or after a holiday, or during the first week, or last week of
289 school
290 4. The Superintendent, upon explanation from the employee, may waive the above limitations in unusual
291 situations.
292

293 F. FAMILY AND MEDICAL LEAVE
294 The District recognizes that Federal statute extends the provisions of the Family Medical Leave Act to
295 certificated employees.
296

297 G. SHORT TERM LEAVE OF ABSENCE
298 Leaves of absence, without pay and without District paid health insurance benefit contributions, may be
299 granted at the discretion of the Superintendent.
300

301 H. LONG TERM LEAVE OF ABSENCE
302 A certificated teacher who is employed by the District after five (5) years may apply for a leave of absence
303 without pay for up to one (1) school year. Such requests shall be stated fully in writing to the Superintendent.
304 If the employee does not fulfill the special and regular conditions of the leave, it will be considered a breach of
305 terms and conditions of the certificated employee's contract, and upon sole discretion of the District be cause
306 for disciplinary action, which may include termination. The following types of leaves will be considered under
307 this provision:
308
309 1. Advanced study;
310 2. Foreign exchange teacher;

- 311 3. Health of the individual or immediate dependent of the household;
312 4. Caring for adult immediate family members;
313 5. Parental leave.

314
315 The certificated employee returning from an extended leave will be given consideration for returning to
316 his/her last assignment with the same seniority as when granted leave. Return notice of the teacher's intent
317 must be given by February 15th to the Board.
318

319 I. LEAVE FOR ASSOCIATION BUSINESS

320 Leaves for Association business shall not be considered to be in the same category as professional leaves. The
321 CEA president, or designee, may attend meetings, conferences, and other items relating to the Association
322 business contingent upon:
323

- 324 1. The availability of qualified substitutes to the District;
325 2. Forty-eight (48) hours advance notice being given to the District office;
326 3. The Association paying the necessary substitute costs and mileage of the member granted leave.

327 **XVIII. GRIEVANCE PROCEDURE**

- 328 A. The purpose of this procedure is to provide an orderly method of resolving grievances. An effort shall be
329 made to settle any such differences at the lowest possible level in the grievance procedure.
330 B. For the purpose of this Agreement, a "grievance" is defined as an allegation by an employee, group of
331 employees, or the Association of a violation of the specific terms of this Agreement.
332 C. "Days" shall mean working days.
333 D. Grievances will be processed in the following manner and within the stated time limits.
334 E. Grievant shall be defined as an employee, a group of employees, or the Association.
335

336 1. STEP 1- INFORMATIONAL LEVEL

337 The grievant shall attempt to resolve the grievance informally between the grievant and the grievant's
338 immediate supervisor. The grievant may waive the Association's involvement in Step 1 procedures.
339

340 2. STEP 2- FORMAL LEVEL - Superintendent

341 If the grievance is not resolved informally, it shall be reduced to writing by the grievant who shall submit it
342 to the Superintendent within twenty (20) days after the occurrence of the grievance. Any grievance not
343 filed in writing within twenty (20) days of the occurrence on which the grievance is based shall be deemed
344 waived. The written grievance shall give a clear and concise statement of the alleged grievance including
345 the facts upon which the grievance is based, the reference to the specific terms of the Agreement which
346 have been allegedly violated, the issues involved, and the relief sought. The superintendent shall arrange
347 a hearing with the grievant within ten (10) working days of the request for a Step 2 grievance resolution.
348 The grievant may elect to be accompanied by a representative of the Association. The superintendent will
349 inform the employee and the Association in writing of the disposition of the grievance within five (5) days
350 of the hearing with the Superintendent. Failure by the grievant to request an appeal within ten (10)
351 days of the superintendent's written decision will automatically waive the grievance.

352 3. STEP 3- BOARD LEVEL

353 If the employee wishes to appeal the grievance to Step 3, the grievant may appeal the superintendent's
354 disposition to the Board of Directors, who will hold a hearing within ten (10) days of the appeal notice.
355 The Board shall, within ten (10) days of the grievance hearing with the Board, present its decision with
356 respect to the grievance.

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4. STEP 4- ARBITRATION

- A. If the grievance is not resolved at Step 3, the Association, at its sole discretion may notify the Superintendent of moving the grievance to final and binding arbitration within fifteen (15) days of receipt of the Step 3 response. The arbitrator shall be selected from a list of ten (10) arbitrators provided by the Federal Mediation Conciliation Service or the American Arbitration Association. The parties shall alternately strike the names of arbitrators on the list until one remains. The first selection will be determined by a coin toss. The District will return the list to the appropriate agency.
- B. Hearings will be conducted in accordance with the rules of the agency that was selected. The arbitrator will hold a hearing as soon as it can be mutually scheduled between the District, the Association, and the arbitrator.
- C. The arbitrator will issue his/her decision in a timely manner after the completion of the hearing and/or after the submission of final written briefs. The arbitrator's decision will be in writing and will set forth his/her findings of the facts, reasoning, and conclusions on the issues submitted to him/her. The decision of the arbitrator shall be final and binding upon the employer, the Association, and the grievant(s).
- D. Neither party shall be permitted to assert in the arbitration proceedings any grievance claims which were not submitted prior to the Step 3 hearing.

5. JURISDICTION OF ARBITRATOR

- A. The arbitrator shall have no power to add to, subtract from, disregard, or modify the terms and provisions of this Agreement.
- B. The arbitrator shall have no power or authority to make any decision which requires the commission of an act prohibited by law.
- C. The arbitrator shall have no power or authority to rule on any of the following:
 - 1. Termination of services or failure to reemploy any employee to a position on the supplemental salary schedule.
 - 2. Any matter involving employee evaluation, provided the evaluation procedure may be reviewed for procedural error.
 - 3. Any matter involving employee probation, non-renewal, or discharge.
 - 4. Any matter involving reduction-in-force.

6. TIME LIMITS

- A. Time limits provided in this procedure may be extended only by mutual agreement when signed by both parties.
- B. Failure on the part of the Employer at any step of this procedure to communicate the decision on a grievance within a specific time limit shall permit the Association to lodge an appeal at the next step of this grievance.
- C. Any grievance not advanced by the grievant from one step to the next within the time limits of that step shall be deemed resolved by the Employer's answer at the previous step.
- D. In order to expedite grievance adjudication, the parties agree that any Association grievances, class action grievances, and grievances involving the evaluation procedures will be lodged at Step 2 of this procedure.

402 7. REPRISALS
403 No Reprisal of any kind will be taken by the employer against any employee because of his/her
404 participation in any grievance.
405

406 8. COSTS
407 The fees and expenses of the arbitrator shall be shared equally between the parties. All other expenses
408 shall be borne by the party incurring them.

409 **XIX. REDUCTION-IN-FORCE OF CERTIFICATED STAFF**

410 The Board and the Association recognize that certain unforeseeable emergency conditions, such as failure of
411 successive Educational Programs and Operation levies, withdrawal or reduction of local, State, and/or Federal
412 funds, or the reduction of enrollment may necessitate reduction, modification, or elimination of education
413 programs or services within the District.
414

- 415 A. The necessity for and extent of staff reduction will be determined by the Board of Directors upon the
416 recommendation of the Superintendent who has sought the nonbinding input of the Association.
417 B. The recommendations of the Superintendent will be based on the number of students enrolled, State
418 requirements, available funds, the curriculum of the school, and/or the positions necessary to operate the
419 program.
420 C. When more than one employee is qualified for an available position, selection for retention shall be based
421 upon the following:
422 1. The senior employee member(s) shall be recommended for retention based upon years of certificated
423 service within the public schools of the State of Washington.
424 2. When more than one employee qualifies for a particular position under the criteria listed above, the
425 certificated employee(s) with the most seniority within the District will have the preference.
426 3. When more than one employee qualifies for a particular position under the criteria listed above, the
427 certificated employee(s) with the most number of credits/clock hours beyond the Provisional
428 Certificate, as recorded in the Superintendent's Office as of October 1 of the school year preceding the
429 anticipated reduction, will have preference.
430 4. In the event that ties still exist, the employee to be retained shall be determined by the employee's
431 hire date.
432 5. In the event that ties still exist, the employees to be retained shall be determined by drawing lots
433 among the employees that tie. Said drawing shall be scheduled at a time and place mutually
434 acceptable to the Association and the District and shall be conducted by a mutually acceptable third
435 party. Employees involved shall be notified in writing of the time and place of the drawing, at least
436 forty-eight (48) hours prior to the time of the drawing.
437 D. The Board shall review the recommendations of the Superintendent and take necessary action. Notice
438 shall be given to affected certificated staff members as required by RCW 28A.405.210. Upon receipt of
439 notice of non-renewal of their teaching contracts, the employees will be placed in a district employment
440 pool for two years and based on the criteria of Section C, be employed in order of seniority should
441 vacancies occur. Employees in the district employment pool may be given preference for substitute
442 teaching work.
443 E. Upon an individual teacher request, a one-year voluntary leave-of-absence may be granted, provided:
444 1. Upon return, the employee retain the seniority he/she had at the time of leave, with conversion of
445 medical/dental benefit to the individual. Cost to be borne by the individual at group rates.
446 2. No seniority be recognized for the period of leave.
447 3. The teacher returning from voluntary leave be placed on the seniority list according to the procedures
448 established in Item C of this Section.

449 F. Based solely upon criteria as established in Item C, a seniority list will be available to the Association.

450 **XX. EVALUATION**

451 Purpose of Personnel Evaluation: The primary purpose of a program of evaluation shall be the improvement of
452 instruction. Evaluation should be a positive, developmental, and continuous process based on established
453 criteria and involving employees and their evaluators in a growth relationship. It is intended that students will
454 be the chief beneficiaries when teachers are evaluated.

455
456 For evaluation to serve the purpose of improving performance, it is essential that criteria exist and be known
457 and understood by those to be evaluated, as well as by those evaluating. The evaluation process should
458 provide for the participation of the individual being evaluated; for substantive, constructive recommendations
459 to the individual being assessed; and for necessary in-service or assistance required by the individual to
460 improve or enhance his/her professional competency.

461 462 **A. Responsibility for Evaluation**

463 The principal shall be responsible for the evaluation of employees.

464 465 **B. Required Evaluations**

466 All employees, including new employees, shall be evaluated annually; such evaluations to be completed no
467 later than May 15 of the year in which the evaluation takes place.

- 468 1. If an employee, who has held a position for ninety (90) days or more, is transferred to another position
469 not under the supervisor's jurisdiction, an evaluation shall be made at the time of such transfer.
- 470 2. If an employee resigns during the school year, a final evaluation shall be completed prior to the
471 resignation date, if possible.
- 472 3. If an administrator contemplates recommending that an employee be placed on probation, an
473 evaluation shall be made on or before January 15.

474 475 **C. The Evaluation Process**

476 eVal is the electronic evaluation tool that will be used in the evaluation process.

- 477 1. New teachers to the district and teachers returning to a comprehensive evaluation following one or
478 more focused evaluations shall complete a teacher self-assessment prior to the goal-setting
479 conference, which does not have to be shared. The self-assessment should be completed by October
480 1.
- 481 2. The teacher and principal shall meet to discuss a goals summary by October 15.
- 482 3. The teacher is encouraged to actively participate in the evaluation process through presentation of
483 potential evidence of proficiency throughout the year.
 - 484 a. Artifacts shall mean any products generated, developed or used by a certificated teacher.
 - 485 b. Evidence shall mean examples or observable practices of the teacher's ability and skill in relation
486 to the instructional framework rubric.
- 487 4. At least one observation during the year shall include the entire observation cycle of a pre-
488 observation/planning conference, a classroom observation, and a post-observation conference. The
489 post-observation conference should include discussion of the pre-observation plan as well as observed
490 evidence.
- 491 5. The teacher and principal shall hold a pre-summative rating conference at least two weeks prior to the
492 final summative evaluation to discuss the following:
 - 493 a. The teacher's self-rating on all components;
 - 494
 - 495

- 496 b. The principal's preliminary rating on all components and criterion; and
497 c. Any additional evidence the teacher would like the principal to consider before making a final
498 summative rating.
499 6. The final summative evaluation report shall be completed by May 15. Following the completion of
500 each evaluation report required above, the employee may request a meeting with the principal or
501 other administrator to discuss the report.
502

503 D. Professional Development

504 Prior to being evaluated, the District shall provide professional development relevant to the framework and
505 evaluation process. Each teacher shall receive professional development to understand the framework and the
506 evaluation process. Such professional development shall be provided as follows:

- 507 1. Each employee within fifteen (15) days of employment or within fifteen (15) days from the
508 commencement of the school year, whichever is later, shall be given a copy of the evaluation criteria,
509 procedures, and any relevant forms or information appropriate to the teacher's position and track in
510 the evaluation cycle.
511 2. All employees, both provisional and continuing, shall be expected to participate in District-provided
512 evaluation training that occurs during the contracted work day, including District Directed TRI Days, or
513 at other dates and times. Such training shall be designed to provide the staff with the skills necessary
514 to participate in the new evaluation system.
515

516 E. Evaluation Criteria

517 The evaluative criteria must contain as a minimum the criteria established by the Office of Superintendent of
518 Public Instruction. These criteria shall be revised upon any revisions made by OSPI. The minimum criteria shall
519 include:

- 520 1. Centering instruction on high expectations for student achievement;
521 2. Demonstrating effective teaching practices;
522 3. Recognizing individual student learning needs and developing strategies to address those needs;
523 4. Providing clear and intentional focus on subject matter content and curriculum;
524 5. Fostering and managing a safe, positive learning environment;
525 6. Using multiple student data elements to modify instruction and improve student learning;
526 7. Communicating and collaborating with parents and the school community; and
527 8. Exhibiting collaborative and collegial practices focused on improving instruction practice and
528 student learning.
529

530 Employees shall be evaluated using the Danielson Framework for Teaching, as modified and approved by the
531 Office of the Superintendent of Public Instruction (OSPI).
532

533 A four-level rating system shall be used to evaluate the certificated classroom teacher. The summative
534 performance ratings shall be as follows:

535 Level 1 – Unsatisfactory

536 Level 2 – Basic

537 Level 3 – Proficient

538 Level 4 – Distinguished

539 The Superintendent of Public Instruction may amend/revise these ratings, and the revised ratings shall be
540 adopted by the District. The District will meet and confer with the Association prior to implementation.
541

542 A classroom teacher shall receive one of the four summative performance ratings for each of the minimum
543 criteria and one of the four summative performance ratings for the evaluation as a whole, which shall be the
544 comprehensive summative evaluation performance rating.
545

546 The parties have agreed to the adopted evidence-based instructional framework developed by Charlotte
547 Danielson and approved by OSPI. The complete instructional framework is included in Appendix A.
548

549 The teacher will be evaluated in each criteria, plus student growth criteria embedded in the instructional
550 framework. The teacher is encouraged to provide evidence and/or artifacts of any component during the
551 school year using the eVal system.
552

553 F. Criterion Performance Scoring

554 Each rating will be assigned the following numeric values:

555 Unsatisfactory – 1

556 Basic – 2

557 Proficient – 3

558 Distinguished – 4
559

560 When there are two (2) components to a criterion, the average of the two scores will be the final criterion
561 score.
562

563 When a final criterion score includes a fractional number (for example 2.3), all scores with fractionals below
564 0.5 will be rounded down, and all fractionals 0.5 or above will be rounded up.
565

566 G. Summative Performance Rating

567 All classroom teachers shall receive a summative performance rating for each of the eight (8) state evaluation
568 criteria. The overall summative score shall be determined by totaling the eight (8) criterion-level scores as
569 follows:
570

571 8-14 points— Unsatisfactory

572 15-21 points— Basic

573 22-28 points— Proficient

574 29-32 points— Distinguished
575

576 H. Student Growth Data

577 Student growth data must be a substantial factor in evaluating the summative performance of certificated
578 classroom teachers for at least three of the evaluation criteria as directed, required, and defined by the Office
579 of the Superintendent of Public Instruction.
580

581 It is the intent of this section to describe a process where the evaluator and teacher agree on the criteria to be
582 used to measure student growth. Evaluators should encourage teachers to identify the types of student
583 growth data that are appropriate and relevant to their classroom/assignment and subject matter.
584

585 “Student growth” means the change in student achievement between two points in time within the same
586 school year.
587

588 Embedded in the instructional framework are five (5) components designated as student growth components.
589 These components are embedded in criteria as: Student Growth 3.1 and 3.2; Student Growth 6.1 and 6.2, and
590 Student Growth 8.1.

591
592 An overall student growth score shall be generated for each teacher following the rules and procedures issued
593 by OSPI and if they are revised by OSPI then the District will adopt the revisions and meet with the Association
594 to discuss implementation. The student growth ratings are “low”, “average” or “high” as defined by OSPI. The
595 evaluator shall add up the raw scores on these components and the employee shall be given a score of low,
596 average or high based on the following scoring bands:

597
598 Low: 5-12

599 Average: 13-17

600 High: 18-20

- 601
602 1. The evaluator shall consult and agree with the teacher to identify student growth and achievement
603 data that are relevant to the teacher(s) and subject matter that will be used in assessing the state
604 required student growth components.
605 2. The evaluator’s determination of proficiency level ratings must be based on multiple measures that
606 can include classroom, school and state based tools as agreed. It may include teacher-initiated formal
607 and informal assessments of student progress.
608 3. Student growth data elements may include the teacher’s performance as a member of a grade-level,
609 subject matter, or other instructional team within a school when the use of this data is relevant and
610 appropriate.
611 4. Student growth data elements may also include the teacher’s performance as a member of the overall
612 instructional team of a school when use of this data is relevant and appropriate.

613
614 A classroom teacher with a preliminary summative evaluation rating of Distinguished with a Low student
615 growth rating will receive an overall Proficient summative rating.

616
617 A classroom teacher with a “Low Student Growth” rating will engage, with their evaluator, in a Student
618 Growth Inquiry pursuant to the following:

- 619
620 1. Within two months of the certificated classroom teacher receiving the Low Student Growth score or at
621 the beginning of the following school year, whichever is later, one or more of the following must be
622 initiated by the evaluator in consultation with the teacher:
623
624 a. Examine student growth data in conjunction with other evidence including observation, artifacts
625 and other student and teacher information based on appropriate classroom, school, district, and
626 state-based tools and practices and/or;
627 b. Examine extenuating circumstances, which may include one or more of the following: goal-setting
628 process; content and expectations; student attendance, extent to which curriculum, standards,
629 and assessment are aligned and/or;
630 c. Schedule monthly conferences focused on improving student growth to include one or more of
631 the following topics: student growth goal revision, refinement, and progress, best practices related
632 to instruction areas in need of attention, best practices related to student growth data collection
633 and interpretation and/or;
634 d. Create and implement a professional development plan to address student growth areas.
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I. Observation Criteria

It shall be the responsibility of a principal/administrator or his or her designee to evaluate all classroom teachers in his or her school or program.

1. During each school year all classroom teachers shall be observed for the purposes of evaluation at least twice in the performance of their assigned duties. At least one observation must be for a period of thirty (30) minutes in an endorsed content area.
2. The total observation time for each teacher for each school year shall not be less than sixty (60) minutes.
3. A teacher in the third year of provisional status as defined in RCW28A.405.220 shall be observed at least three (3) times in the performance of his or her duties and the total observation time for the school year shall not be less than ninety (90) minutes.
4. Following each observation or series of observations, the principal or other evaluator shall promptly document the results of the observation in writing and shall provide the teacher with a copy within five (5) working days.
5. New teachers shall be observed at least once for a total observation time of thirty (30) minutes during the first ninety (90) calendar days of their employment period.

J. Observation Procedures

Principals and other administrators may make observations at any time during the school year, all of which observations shall be identified and included in the evaluation report. Within five (5) working days upon completion of each classroom observation, the employee shall be given a written report or checklist of the observation. This may be extended if mutually agreed upon. A meeting shall be held between the principal or other administrator and the employee to discuss the report, if either elects to do so.

K. Comprehensive Evaluation

Classroom teachers who are provisional employees under RCW 28A.405.220 will be evaluated by the comprehensive summative system.

Classroom teachers who are on probation under subsection (4) of section 28A.405.100 will be evaluated by the comprehensive summative system.

Classroom teachers who received a comprehensive summative evaluation performance rating of Level 1 or Level 2 in the previous school year will be evaluated by the comprehensive summative system.

A comprehensive evaluation must be completed once every six years for classroom teachers who are not on provisional status or on probation.

Classroom teachers will be observed according to the observation criteria. All eight teaching criteria must contribute to the overall summative evaluation.

The evaluation must include an assessment of the criteria using the Danielson Instructional Framework rubrics and the OSPI-approved Student Growth rubrics.

1. The employee must be given the opportunity to attach written comments to his/her evaluation report.
2. Summative criterion scores must be determined by an analysis of evidence obtained through observation and artifacts.

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3. Each classroom teacher shall have the opportunity for confidential conferences with his or her immediate evaluator on no less than two occasions in each school year. The purpose of the conference will be to provide additional evidence by either the evaluator or the classroom teacher to aid in the assessment of the classroom teacher's professional performance against the instructional framework. The intent is for teachers to have the opportunity, if they choose, to provide more data to show student growth.
 4. An overall summative score must be derived by a calculation of all summative criterion scores and use of the final four-level rating based on OSPI's summative scoring band.
 5. The evaluator will combine only the student growth rubric scores to assess the certificated classroom teacher's student growth impact rating.
 6. The student growth impact rating will be determined by the OSPI's student impact rating scoring band.
 7. A Student Growth score of "1" in any of the rubric rows will result in an overall low Student Growth impact rating. (See Student Growth Rubrics in Appendix A)
 8. Evaluators must analyze the Student Growth score in light of the overall summative score and determine outcomes.

699 L. Focused Evaluation

700 The focused evaluation of classroom teachers must include at the minimum:

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1. One of eight criteria for certificated classroom teachers must be assessed in every year that a comprehensive evaluation is not required.
 2. The teacher's proposed criterion must be approved by the teacher's evaluator and may have been identified in a previous comprehensive summative evaluation as benefiting from additional attention.
 3. The evaluation must be based on the criterion using the Danielson Instructional Framework rubrics and OSPI's approved Student Growth rubrics. More than one measure of Student Growth data must be used in scoring the Student Growth rubrics.
 4. The focused evaluation will include the Student Growth rubrics of the selected criterion. If Criterion 3, 6, or 8 are selected, evaluators will use those Student Growth rubrics. If Criterion 1, 2, 4, 5, or 7 are selected, evaluators will use Criterion 3 or 6 Student Growth rubrics.
 5. A summative score is assigned using the summative score from the most recent comprehensive evaluation. This score becomes the focused summative evaluation score for any subsequent years following the comprehensive summative evaluation in which the employee is placed on a focused evaluation. Should the employee provide evidence of exemplary practice on the chosen focused criterion, a level 4 (Distinguished) score may be awarded by the evaluator.
 6. Should an evaluator determine that an employee on a focused evaluation should be moved to a comprehensive evaluation for that school year, the employee must be informed of this decision in writing at any time on or before December 15th.
 7. The employee must be given the opportunity to attach written comments to his/her evaluation report.
 8. Each classroom teacher shall have the opportunity for confidential conferences with his or her immediate evaluator on no less than two occasions in each school year. The purpose of the conference will be to provide additional evidence by either the evaluator or the classroom teacher to aid in the assessment of the classroom teacher's professional performance against the instructional framework.

726 M. Evaluation Procedures

727 The employee shall be provided with a copy of the evaluation report within three (3) days after such report is
728 prepared. This timeline may be extended if mutually agreed upon.
729

730 The employee shall sign the District's copy of the evaluation report to indicate that he/she has received a copy
731 of the report. The signature of the employee does not, however, necessarily imply that the employee agrees
732 with the contents of the evaluation report. The employee shall have the right to attach a statement of
733 response to the evaluation.

734
735 The final summative evaluation report from eVal shall be forwarded to the District's Personnel Office for filing
736 in the employee's personnel file before the end of the current school year.

737
738 Following the completion of each evaluation report required above, a meeting shall be held between the
739 evaluator and the employee to discuss the report.

740
741 A teacher may be transferred from a focused evaluation to a comprehensive summative evaluation at the
742 request of the teacher or at the direction of the teacher's evaluator. The request of the teacher must be
743 received in writing no later than September 30. The direction of the evaluator must be communicated in
744 writing based on concerns related to one of the evaluative criteria no later than September 30.

745
746 N. Probation

747 At any time after October 15, a non-provisional employee whose work is not judged satisfactory based on
748 district evaluation criteria shall be notified in writing of the specific areas of deficiencies along with a
749 reasonable program for improvement.

750
751 At his/her request the probationary employee may have a representative of the Association present at all
752 meetings that the employee attends related to the probationary process. All written information shared with
753 the employee shall also be given to the Association representative attending the meetings.

754
755 The following comprehensive summative evaluation performance ratings mean a classroom teacher's work is
756 not judged satisfactory:

- 757
- 758 1. Level 1; or
 - 759 2. Level 2 if the classroom teacher is a continuing contract employee under RCW 28A.405.210 with more
760 than five (5) years of teaching experience and if the Level 2 comprehensive summative evaluation
761 performance rating has been received for two consecutive years or for two years within a consecutive
762 three-year time period.

763
764 During the period of probation, the teacher may not be transferred from the supervision of the original
765 evaluator. Improvement of performance or probable cause for nonrenewal must occur and be documented by
766 the original evaluator before any consideration of a request for transfer or reassignment is contemplated by
767 either the individual or the school district.

768
769 A probation period of sixty (60) school days shall be established. Days may be added if deemed necessary to
770 complete a program for improvement and evaluate the probationer's performance, as long as the
771 probationary period is concluded before May 15 of the same school year. The probationary period may be
772 extended into the following school year if the probationer has five or more years of teaching experience and
773 has a comprehensive summative evaluation performance rating as of May 15 of less than Level 2.

774
775 The establishment of a probationary period does not adversely affect the contract status of an employee
776 within the meaning of RCW 28A.405.300. The purpose of the probationary period is to give the employee
777 opportunity to demonstrate improvements in his or her areas of deficiency.

778
779 The establishment of the probationary period and the giving of the notice to the employee of deficiency shall
780 be by the school district superintendent and need not be submitted to the board of directors for approval.

781
782 During the probationary period the evaluator shall meet with the employee at least twice monthly to
783 supervise and make a written evaluation of the progress, if any, made by the employee.

784
785 The evaluator may authorize one additional certificated administrative employee to evaluate the probationer
786 and to aid the employee in improving his or her areas of deficiency.

787
788 1. Should the evaluator not authorize such additional evaluator, the probationer may request that an
789 additional certificated employee evaluator become part of the probationary process and this request
790 must be implemented by including an additional experienced evaluator assigned by the Educational
791 Service District 113 selected from a list of evaluation specialists compiled by the Educational Service
792 District.

793 2. Such additional certificated employee shall be immune from any civil liability that might otherwise be
794 incurred or imposed with regard to the good faith performance of such evaluation.

795
796 If a procedural error occurs in the implementation of a program for improvement, the error does not
797 invalidate the probationer's plan of improvement or evaluation activities unless the error materially affects the
798 effectiveness of the plan or the ability to evaluate the probationer's performance.

799
800 The probationer must be removed from probation if he or she has demonstrated improvement to the
801 satisfaction of the evaluator in those areas specifically detailed in his or her initial notice of deficiency and
802 subsequently detailed in his or her program for improvement.

803 1. A classroom teacher must be removed from probation if he or she has demonstrated improvement
804 that results in a new comprehensive summative evaluation performance rating of Level 2 or above for
805 a continuing contract employee with five or fewer years of experience, or of Level 3 or above for a
806 continuing contract employee with more than five years of experience.

807 2. Lack of necessary improvement during the established probationary period, as specifically
808 documented in writing with notification to the probationer constitutes grounds for a finding of
809 probable cause under RCW 28A.405.300 or 28A.405.210.

810
811 **O. Notice of Discharge, Removal from Assignment**

812 When a continuing contract employee with five or more years of experience receives a comprehensive
813 summative evaluation performance rating below a level 2 for two consecutive years, the school district shall,
814 within ten (10) days of the completion of the second comprehensive summative evaluation or May 15,
815 whichever occurs first, implement the employee notification of discharge as provided in RCW 28A.405.300.

816
817 Immediately following the completion of a probationary period that does not produce performance changes
818 detailed in the initial notice of deficiencies and program for improvement, the employee may be removed
819 from his or her assignment and placed into an alternative assignment for the remainder of the school year.

820
821 The teacher may be removed from his or her assignment and placed into an alternative assignment for the
822 remainder of the school year immediately following the completion of a probationary period that does not
823 result in the required comprehensive summative evaluation performance ratings. This reassignment may not
824 displace another employee nor may it adversely affect the probationary employee's compensation or benefits

825 for the remainder of the employee's contract year. If such reassignment is not possible, the district may, at its
826 option, place the employee on paid leave for the balance of the contract term.

827 **XXI. ECONOMIC PROVISIONS**

828 A. Every certificated employee shall be properly placed on the salary schedule, Appendix B. In the event
829 of an error resulting in underpayment, corrections shall be made as soon as the District office is able
830 to confirm the error. Payment correction will be made not later than the second pay period. When an
831 overpayment has been made, one pay period will be paid at the corrected rate before repayment
832 deductions are taken. Cumulative errors will be corrected at an equal monthly rate for the remaining
833 months of the contract or sooner. Deductions will be repaid at the same rate they were taken out.

834
835 All certificated employees shall verify their salary placement annually and shall immediately report any
836 discrepancy to the superintendent.

837
838 B. Experience and education increments shall be paid to those certificated employees who earned
839 additional credits and/or experience for advancement on the salary schedule effective September 1 of
840 each school year.

841
842 C. The parties agree that the District shall adjust the Cosmopolis School District Certificated Salary
843 Schedule in accordance with the Washington State Implicit Price Deflator (IPD) annually and no later
844 than September 1 for the upcoming school year.

845
846 D. The parties further agree to meet annually in October to assure that the maximum dollars have been
847 allocated for bargaining unit employees and that all certificated staff members have been properly
848 placed on the salary schedule.

849
850 E. The District shall contribute the state allocated amount for health care benefits. The District will
851 provide a prorated amount for less than full-time employees. Employees shall be eligible to enroll in
852 insurance programs only during the month of September; however, new employees may enroll within
853 30 days of their initial employment.

854 1. Retiree subsidy payment: The employer agrees to pay the retiree subsidy per month per full-time
855 equivalent certificated employee to the Washington State Health Care Authority.

856 2. Medical insurance fund: In addition to the state insurance appropriation for certificated
857 employees, the District will provide \$1,000 annually to support the full-time employee-only paid
858 health coverage through December 31, 2019 at which time the fund will be dissolved. The practice
859 will no longer occur beyond this date.

860 3. State allocated benefits will be pooled among the bargaining members to fund employee-only,
861 spouse, or dependent coverage. Any dollars in this pool will be used after the medical insurance
862 fund has been depleted or has covered full employee-only health premiums through December
863 31, 2019. The practice will no longer occur beyond this date.

864
865 F. Pursuant to the current statute, the certificated employees may cash in unused sick leave annually,
866 and upon retirement, or their beneficiaries may do so upon death.

867
868 G. Should the Washington legislature reduce the District approved Educational Programs and Operations
869 (EP and O) Levy collection and/or the District Levy Equalization Allocation (LEA), one (1) "District
870 Directed" day (see X.D) and one (1) base salary day will be revoked. Should this be the situation, the
871 District and Association will meet and confer about the removal of the days.

872 **XXII. EXTRA CURRICULAR SALARY SCHEDULE**

873
874 1. CISPUS \$500.00 per certificated employee
875

876 **XXIII. REOPENER CLAUSE**

877 The contract may be reopened for negotiations between the effective dates only for a mutually agreed upon
878 agenda.
879

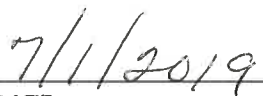
880 **XXIV. DURATION**

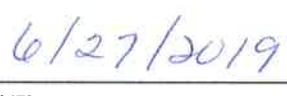
881 This Agreement shall be effective as of September 1, 2019, and shall be binding on the District, the
882 Association, and their members; and shall remain in full force and effect through August 31, 2021. All terms
883 and conditions of employment not covered by this Agreement shall continue to be subject to the District's
884 direction and control. Either party may, upon written notice to the other, by not later than sixty (60) days
885 prior to the aforementioned expiration date of the Agreement, INDICATE A DESIRE TO NEGOTIATE A
886 SUCCESSOR AGREEMENT. The various terms and conditions of this Agreement shall automatically be
887 extended until replaced by a successor Agreement.
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894 _____
895 Debbie Wilson
896 FOR THE ASSOCIATION

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895 Cherie Paterson
896 FOR THE DISTRICT

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Cosmopolis School District Salary Schedule

2019-2021

Years of Service	BA	BA+15	BA+30	BA+45	BA+90	BA+135	MA	MA+45	MA+90 or Ph.D.
0	45,323 <u>1,478</u> 46,801	46,548 <u>1,518</u> 48,066	47,815 <u>1,559</u> 49,374	49,087 <u>1,601</u> 50,688	53,166 <u>1,734</u> 54,900	55,792 <u>1,819</u> 57,611	54,339 <u>1,772</u> 56,111	58,418 <u>1,905</u> 60,323	61,047 <u>1,991</u> 63,038
1	45,934 <u>1,498</u> 47,432	47,175 <u>1,538</u> 48,713	48,459 <u>1,580</u> 50,039	49,786 <u>1,623</u> 51,409	53,908 <u>1,758</u> 55,666	56,520 <u>1,843</u> 58,363	54,943 <u>1,792</u> 56,735	59,064 <u>1,926</u> 60,990	61,676 <u>2,011</u> 63,687
2	46,514 <u>1,517</u> 48,031	47,767 <u>1,558</u> 49,325	49,066 <u>1,600</u> 50,666	50,495 <u>1,647</u> 52,142	54,605 <u>1,781</u> 56,385	57,245 <u>1,867</u> 59,112	55,551 <u>1,811</u> 57,363	59,660 <u>1,945</u> 61,605	62,301 <u>2,032</u> 64,332
3	47,114 <u>1,536</u> 48,650	48,379 <u>1,578</u> 49,957	49,691 <u>1,620</u> 51,311	51,166 <u>1,668</u> 52,834	55,268 <u>1,802</u> 57,070	57,971 <u>1,890</u> 59,861	56,127 <u>1,830</u> 57,957	60,226 <u>1,964</u> 62,190	62,931 <u>2,052</u> 64,983
4	47,701 <u>1,555</u> 49,256	49,022 <u>1,599</u> 50,620	50,342 <u>1,642</u> 51,983	51,867 <u>1,691</u> 53,559	55,994 <u>1,826</u> 57,820	58,717 <u>1,915</u> 60,632	56,732 <u>1,850</u> 58,582	60,857 <u>1,984</u> 62,842	63,583 <u>2,073</u> 65,656
5	49,855 <u>1,626</u> 51,481	50,412 <u>1,644</u> 52,056	50,968 <u>1,662</u> 52,630	52,579 <u>1,715</u> 54,293	56,689 <u>1,849</u> 58,537	59,467 <u>1,939</u> 61,407	57,346 <u>1,870</u> 59,216	61,458 <u>2,004</u> 63,462	64,236 <u>2,095</u> 66,330
6	50,482 <u>1,646</u> 52,128	51,044 <u>1,664</u> 52,709	51,608 <u>1,683</u> 53,291	53,299 <u>1,738</u> 55,037	57,390 <u>1,871</u> 59,262	60,182 <u>1,962</u> 62,145	57,975 <u>1,890</u> 59,865	62,067 <u>2,024</u> 64,091	64,858 <u>2,115</u> 66,973
7	51,590 <u>1,682</u> 53,273	52,166 <u>1,701</u> 53,867	52,741 <u>1,720</u> 54,461	54,525 <u>1,778</u> 56,303	58,676 <u>1,913</u> 60,589	61,546 <u>2,007</u> 63,553	59,155 <u>1,929</u> 61,084	63,305 <u>2,064</u> 65,369	66,176 <u>2,158</u> 68,334
8	53,263 <u>1,737</u> 55,000	53,755 <u>1,753</u> 55,508	54,450 <u>1,776</u> 56,226	56,382 <u>1,839</u> 58,220	60,588 <u>1,976</u> 62,564	63,564 <u>2,073</u> 65,637	61,010 <u>1,989</u> 62,999	65,218 <u>2,127</u> 67,345	68,193 <u>2,224</u> 70,417
9		55,643 <u>1,814</u> 57,458	56,257 <u>1,834</u> 58,092	58,258 <u>1,900</u> 60,157	62,563 <u>2,040</u> 64,603	65,640 <u>2,140</u> 67,780	62,884 <u>2,051</u> 64,935	67,193 <u>2,191</u> 69,384	70,270 <u>2,291</u> 72,562
10			58,085 <u>1,894</u> 59,979	60,230 <u>1,964</u> 62,194	64,594 <u>2,106</u> 66,700	67,773 <u>2,210</u> 69,983	64,859 <u>2,115</u> 66,974	69,224 <u>2,257</u> 71,481	72,402 <u>2,361</u> 74,763
11				62,261 <u>2,030</u> 64,291	66,720 <u>2,176</u> 68,895	69,962 <u>2,281</u> 72,243	66,890 <u>2,181</u> 69,071	71,350 <u>2,327</u> 73,676	74,590 <u>2,432</u> 77,022
12				64,227 <u>2,094</u> 66,321	68,902 <u>2,247</u> 71,149	72,242 <u>2,356</u> 74,598	69,000 <u>2,250</u> 71,250	73,530 <u>2,398</u> 75,928	76,872 <u>2,507</u> 79,379
13					71,137 <u>2,320</u> 73,457	74,577 <u>2,432</u> 77,009	71,185 <u>2,321</u> 73,506	75,766 <u>2,471</u> 78,237	79,206 <u>2,583</u> 81,789
14					73,385 <u>2,393</u> 75,778	77,000 <u>2,511</u> 79,511	73,434 <u>2,395</u> 75,828	78,161 <u>2,549</u> 80,709	81,630 <u>2,662</u> 84,292
15					75,294 <u>2,455</u> 77,749	79,003 <u>2,576</u> 81,580	75,343 <u>2,457</u> 77,800	80,192 <u>2,615</u> 82,807	83,753 <u>2,731</u> 86,484
16 or more					76,800 <u>2,504</u> 79,304	80,582 <u>2,628</u> 83,210	76,848 <u>2,506</u> 79,354	81,796 <u>2,667</u> 84,463	85,426 <u>2,786</u> 88,212

6.6.2019

In the event that the State of Washington provides an adjustment with the Implicit Price Deflator (IPD), then the flow-through percentage would be calculated for each step of the schedule.

Danielson's Framework for Teaching (2011) Rubrics by Washington State
With Critical Attributes - Version 1.1

Criterion 1 8			
Criterion 1: Centering instruction on high expectations for student achievement.			
2b: Establishing a Culture for Learning			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
<p>The classroom culture is characterized by a lack of teacher or student commitment to learning and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued.</p> <p>Medium or low expectation for student achievement are the norm, with high expectations for learning reserved for only one or two students.</p>	<p>The classroom culture is characterized by little commitment to learning by teacher or students.</p> <p>The teacher appears to be only going through the motions, and students indicate that they are interested in completion of a task, rather than quality.</p> <p>The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.</p>	<p>The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning being the norm for most students.</p> <p>The teacher conveys that with hard work students can be successful.</p> <p>Students understand their role as learners and consistently expend effort to learn.</p> <p>Classroom interactions support learning and hard work.</p>	<p>The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning.</p> <p>The teacher conveys high expectations for learning by all students and insists on hard work.</p> <p>Students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or helping peers.</p>
Critical Attributes			
<p>The teacher conveys that the reasons for the work are external or trivializes the learning goals and assignments.</p> <p>The teacher conveys to at least some students that the work is too challenging for them.</p> <p>Students exhibit little to no pride in their work.</p> <p>Class time is devoted more to socializing than to learning.</p>	<p>Teacher's energy for the work is neutral, indicating neither a high level of commitment nor "blowing it off."</p> <p>The teacher conveys high expectations for only some students.</p> <p>Students comply with the teacher's expectations for learning, but they don't indicate commitment on their own initiative for the work.</p> <p>Many students indicate that they are looking for an "easy path."</p>	<p>The teacher communicates the importance of learning and the assurance that with hard work all students can be successful in it.</p> <p>The teacher demonstrates a high regard for students abilities.</p> <p>The teacher conveys an expectation of high levels of student effort.</p> <p>Students expend good effort to complete work of high quality.</p>	<p>In addition to the characteristics of "proficient": Thea teacher communicates a genuine passion for the subject.</p> <p>Students indicate that they are not satisfied unless they have complete understanding.</p> <p>Student questions and comments indicate a desire to understand the content rather than, for example, simply learn a procedure for getting the correct answer.</p> <p>Students recognize the efforts of their classmates.</p> <p>Students take initiative in improving the quality of their work.</p>

Danielson's Framework for Teaching (2011) Rubrics by Washington State

With Critical Attributes - Version 1.1

Criterion 1 8			
Criterion 1: Centering instruction on high expectations for student achievement.			
3a: Communicating with Students			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
<p>The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing.</p> <p>The teacher's explanation of the content contains major errors.</p> <p>The teacher's spoken or written language contains errors of grammar or syntax.</p> <p>The teacher's vocabulary is inappropriate, vague, or used incorrectly, leaving student confused.</p>	<p>The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion.</p> <p>The teacher's explanation of the content may contain minor errors; some portions are clear; other portions are difficult to follow.</p> <p>The teacher's explanation consists of a monologue, with no invitation to the students for intellectual engagement.</p> <p>Teacher's spoken language is correct; however, his or her vocabulary is limited, or not fully appropriate to the students' ages or backgrounds.</p>	<p>The teacher clearly communicates instructional purpose of the lesson, including where it is situated within broader learning, and explains procedures and directions clearly.</p> <p>Teacher's explanation of content is well scaffolded, clear and accurate, and connects with students' knowledge and experience.</p> <p>During the explanation of content, the teacher invites student intellectual engagement.</p> <p>Teacher's spoken and written language is clear and correct and uses vocabulary appropriate to the students' ages and interests.</p>	<p>The teacher links the instructional purpose of the lesson to student interests; the directions and procedures are clear and anticipate possible student misunderstanding.</p> <p>The teacher's explanation of content is thorough and clear, developing conceptual understanding through artful scaffolding and connecting with students' interests.</p> <p>Students contribute to extending the content and help explain concepts to their classmates.</p> <p>The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies.</p>
Critical Attributes			
<p>At no time during the lesson does the teacher convey to the students what they will be learning.</p> <p>Students indicate through their questions that they are confused about the learning task.</p> <p>The teacher makes a serious content error that will affect students' understanding of the lesson.</p> <p>Students indicate through body language or questions that they don't understand the content being presented.</p> <p>Teacher's communications include errors of vocabulary or usage.</p> <p>The teacher's vocabulary is inappropriate to the age of culture of the students.</p>	<p>The teacher refers in passing to what the students will be learning, or has written it on the board with no elaboration or explanation.</p> <p>The teacher must clarify the learning task so that students can complete it.</p> <p>The teacher makes no serious content errors but may make a minor error.</p> <p>The teacher's explanation of the content consists of a monologue or is purely procedural, with minimal participation by students.</p> <p>Vocabulary is too advanced or too juvenile for the students.</p>	<p>The teacher states clearly, at some point during the lesson, what the students will be learning.</p> <p>If the tactic is appropriate, the teacher models the process to be followed in task.</p> <p>Students engage with the learning task, indicating that they understand what they are to do.</p> <p>The teacher makes no content errors.</p> <p>The teacher's explanation of content is clear and invites student participation and thinking.</p> <p>The teacher's vocabulary and usage are correct and completely suited to the lesson.</p> <p>The teacher's vocabulary is appropriate to the students' age and levels of development.</p>	<p>In addition to the characteristics of "proficient,"</p> <p>The teacher points out possible areas for misunderstanding.</p> <p>The teacher explains content clearly and imaginatively, using metaphors and analogies to bring content to life.</p> <p>All students seem to understand the presentation.</p> <p>The teacher invites students to explain the content to the class or to classmates.</p> <p>The teacher uses rich language, offering brief vocabulary lessons where appropriate.</p>

Danielson's Framework for Teaching (2011) Rubrics by Washington State

With Critical Attributes - Version 1.1

Criterion 1 8			
Criterion 1: Centering instruction on high expectations for student achievement.			
3c: Engaging Students in Learning			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
<p>The learning tasks and activities, materials, resources, instructional groups and technology are poorly aligned with the instructional outcomes or require only rote responses.</p> <p>The pace of the lesson is too slow or too rushed.</p> <p>Few students are intellectually engaged or interested.</p>	<p>The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students, allowing most to be passive or merely compliant.</p> <p>The pacing of the lesson may not provide students the time needed to be intellectually engaged.</p>	<p>The learning tasks and activities are aligned with the instructional outcomes and designed to challenge student thinking, the result being that most students display active intellectual engagement with important and challenging content and are supported in that engagement by teacher scaffolding.</p> <p>The pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.</p>	<p>Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and suitable scaffolding by the teacher and fully aligned with the instructional outcomes.</p> <p>In addition, there is evidence of some student initiation of inquiry and of student contribution to the exploration of important content.</p> <p>The pacing of the lesson provides students the time needed to intellectually engage with and reflect upon their learning and to consolidate their understanding.</p> <p>Students may have some choice in how they complete tasks and may serve as resources for one another.</p>
Critical Attributes			
<p>Few students are intellectually engaged in the lesson.</p> <p>Learning tasks require only recall or have a single correct response or method.</p> <p>The materials used ask students to perform only rote tasks.</p> <p>Only one type of instructional group is used (whole group, small groups) when variety would better serve the instructional purpose.</p> <p>Instructional materials used are unsuitable to the lesson and/or the students.</p> <p>The Lesson drags or is rushed.</p>	<p>Some students are intellectually engaged in the lesson.</p> <p>Learning tasks are a mix of those requiring thinking and recall.</p> <p>Students are in large part of passively engaged with the content, learning primarily facts or procedures.</p> <p>Students have no choice in how they complete tasks.</p> <p>The teacher uses different instructional groupings; these are partially successful in achieving the lesson objectives.</p> <p>The materials and resources are partially aligned to the lesson objectives and only in some cases demand students thinking.</p> <p>The pacing of the lesson is uneven – suitable in parts, but rushed or dragging in others.</p>	<p>Most students are intellectually engaged in the lesson.</p> <p>Learning tasks have multiple correct responses or approaches and/or demand higher-order thinking.</p> <p>Students have some choice in how they complete learning tasks.</p> <p>There is a mix of different types of groupings, suitable to the lesson of objectives.</p> <p>Materials and resources support the learning goals and require intellectual engagement, as appropriate.</p> <p>The pacing of the lesson provides students the time needed to be intellectually engaged.</p>	<p>In addition to the characteristics of “proficient.”</p> <p>Virtually all students are highly engaged in the lesson.</p> <p>Students take initiative to modify a learning task to make it more meaningful of relevant to their needs.</p> <p>Students suggest modifications to the grouping patterns used.</p> <p>Students have extensive choice in how they complete tasks.</p> <p>Students suggest modifications or additions to the materials being used.</p> <p>Students have an opportunity for both reflection and closure after the lesson to consolidate their understanding.</p>

Danielson's Framework for Teaching (2011) Rubrics by Washington State
With Critical Attributes - Version 1.1

Criterion 1 8			
Criterion 2: Demonstrating effective teaching practices.			
3b: Using Questioning and Discussion Techniques			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
<p>Teacher's questions are of low cognitive challenge, require single correct responses, and are asked in rapid succession. Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers.</p> <p>A few students dominate the discussion.</p>	<p>Teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance.</p> <p>Alternatively, the teacher attempts to frame some questions designed to promote student thinking and understanding, but only a few students are involved.</p> <p>Teacher attempts to engage all students in the discussion and to encourage them to respond to one another, but with uneven results.</p>	<p>Although the teacher may use some low-level questions, he or she asks the students questions designed to promote thinking and understanding.</p> <p>Teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when appropriate.</p> <p>Teacher successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.</p>	<p>Teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition.</p> <p>Students formulate many questions, initiate topics, and make unsolicited contributions.</p> <p>Students themselves ensure that all voices are heard in the discussion.</p>
Critical Attributes			
<p>Questions are rapid-fire, and convergent, with a single correct answer.</p> <p>Questions do not invite student thinking.</p> <p>All discussion is between teacher and students; students are not invited to speak directly to one another.</p> <p>A few students dominate the discussion.</p>	<p>The teacher frames some questions designed to promote student thinking, but only a small number of students are involved.</p> <p>The teacher invites students to respond directly to one another's ideas, but few students respond.</p> <p>The teacher calls on many students, but only a few actually participate in the discussion.</p>	<p>The teacher uses open-ended questions, inviting students to think and/or offer multiple possible answers.</p> <p>The teacher makes effective use of wait time.</p> <p>The teacher effectively builds on student responses to questions.</p> <p>Discussions enable students to talk to one another without ongoing mediation by the teacher.</p> <p>The teacher calls on most students, even those who don't initially volunteer.</p> <p>Many students actively engage in the discussion.</p>	<p>In addition to the characteristics of "proficient."</p> <p>Students initiate higher-order questions.</p> <p>Students extend the discussion, enriching it.</p> <p>Students invite comments from their classmates during a discussion.</p>

Danielson's Framework for Teaching (2011) Rubrics by Washington State

With Critical Attributes - Version 1.1

Criterion 1 8			
Criterion 2: Demonstrating effective teaching practices.			
4a: Reflecting on Teaching			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
<p>Teacher does not know whether a lesson was effective or achieved its instructional outcomes, or he/she profoundly misjudges the success of a lesson.</p> <p>Teacher has no suggestions for how a lesson could be improved.</p>	<p>Teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met.</p> <p>Teacher makes general suggestions about how a lesson could be improved.</p>	<p>Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment.</p> <p>Teacher makes a few specific suggestions of what could be tried another time the lesson is taught.</p>	<p>Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional out- comes, citing many specific examples from the lesson and weighing the relative strengths of each.</p> <p>Drawing on an extensive repertoire of skills, teacher offers specific alternative actions, complete with the probable success of different courses of action.</p>
Critical Attributes			
<p>The teacher considers the lesson but draws incorrect conclusions about its effectiveness.</p> <p>The teacher makes no suggestions for improvement.</p>	<p>The teacher has a general sense of whether or not instructional practices were effective.</p> <p>The teacher offers general modifications for future instruction.</p>	<p>The teacher accurately assesses the effectiveness of instructional activities used.</p> <p>The teacher identifies specific ways in which a lesson might be improved.</p>	<p>In addition to the characteristics of "proficient."</p> <p>Teacher's assessment of the lesson is thoughtful and includes specific indicators of effectiveness.</p> <p>Teacher's suggestions for improvement draw on an extensive repertoire.</p>

Danielson's Framework for Teaching (2011) Rubrics by Washington State

With Critical Attributes - Version 1.1

Criterion 1.8			
Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs.			
1b: Demonstrating Knowledge of Students			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
<p>Teacher demonstrates little or no understanding of how students learn and little knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and does not seek such understanding.</p>	<p>Teacher indicates the importance of understanding how students learn and the students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge about the class as a whole.</p>	<p>Teacher understands the active nature of student learning and attains information about levels of development for groups of students.</p> <p>The teacher also purposefully seeks knowledge from several sources of students' backgrounds, cultures, skills, language proficiency, interests, and special needs and attains this knowledge about groups of students.</p>	<p>Teacher actively seeks knowledge of students' levels of development and their backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources. This information is acquired for individual students.</p>
Critical Attributes			
<p>Teacher does not understand child development characteristics and has unrealistic expectations for students.</p> <p>Teacher does not try to ascertain varied ability levels among students in the class.</p> <p>Teacher is not aware of student interests or cultural heritages.</p> <p>Teacher takes no responsibility to learn about students' medical or learning disabilities.</p>	<p>Teacher cites developmental theory but does not seek to integrate it into lesson planning.</p> <p>The teacher is aware of the different ability levels in the class but tends to teach to the "whole group."</p> <p>The teacher recognizes that children have different interests and cultural backgrounds but rarely draws on their contributions or differentiates materials to accommodate those differences.</p> <p>The teacher is aware of medical issues and learning disabilities with some students but does not seek to understand the implications of that knowledge.</p>	<p>The teacher knows, for groups of students, their levels of cognitive development.</p> <p>The teacher is aware of the different cultures groups in the class.</p> <p>The teacher has a good idea of the range of interests of students in the class.</p> <p>The teacher has identified "high," "medium," and "low" groups of students within the class.</p> <p>The teacher is well informed about students' cultural heritage and incorporates this knowledge in lesson planning.</p> <p>The teacher is aware of the special needs represented by students in the class.</p>	<p>In addition to the characteristics of "proficient."</p> <p>The teacher uses ongoing methods to assess students' skill levels and designs instruction accordingly.</p> <p>The teacher seeks out information about their cultural heritage from all students.</p> <p>The teacher maintains a system of updated student records and incorporates medical and/or learning needs into lesson plans.</p>

Danielson's Framework for Teaching (2011) Rubrics by Washington State
With Critical Attributes - Version 1.1

Criterion 1.8			
Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs.			
3e: Demonstrating Flexibility and Responsiveness			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
<p>Teacher adheres to the instruction plan in spite of evidence of poor student understanding or lack of interest.</p> <p>Teacher ignores student questions; when students experience difficulty, the teacher blames the students or their home environment.</p>	<p>Teacher attempts to modify the lesson when needed and to respond to student questions and interests, with moderate success.</p> <p>Teacher accepts responsibility for student success but has only a limited repertoire of strategies to draw upon.</p>	<p>Teacher promotes the successful learning of all students, making minor adjustments as needed to instruction plans and accommodating student questions, needs, and interests.</p> <p>Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning.</p>	<p>Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests, or successfully differentiates instruction to address individual student misunderstandings.</p> <p>Teacher persists in seeking effective approaches for students who need help, using instructional strategies and soliciting resources from the school or community.</p>
Critical Attributes			
<p>Teacher ignores indications of student boredom or lack of understanding.</p> <p>Teacher brushes aside student questions.</p> <p>Teacher makes no attempt to incorporate student interests into the lesson.</p> <p>The teacher conveys to students that when they have difficulty learning it is their fault.</p> <p>In reflecting on practice, the teacher does not indicate that it is important to reach all students.</p>	<p>Teacher's efforts to modify the lesson are only partially successful.</p> <p>Teacher makes perfunctory attempts to incorporate student questions and interests into the lesson.</p> <p>The teacher conveys a sense to students of their own responsibility for their learning but is uncertain about how to assist them.</p> <p>In reflecting on practice, the teacher indicates the desire to reach all students but does not suggest strategies to do so.</p>	<p>When necessary, the teacher makes adjustments to the lesson to enhance understanding by groups of students.</p> <p>Teacher incorporates students' interests and questions into the heart of the lesson.</p> <p>The teacher conveys to students that s/he has other approaches to try when the students experience difficulty.</p> <p>In reflecting on practice, the teacher cites multiple approaches undertaken to reach students having difficulty.</p>	<p>In addition to the characteristics of "proficient."</p> <p>The teacher's adjustments to the lesson are designed to assist individual students.</p> <p>Teacher seizes on a teachable moment to enhance a lesson.</p> <p>The teacher conveys to students that s/he won't consider a lesson "finished" until every student understands and that s/he has a broad range of approaches to use.</p> <p>In reflecting on practice, the teacher can cite others in the school and beyond whom s/he has contacted for assistance in reaching some students.</p>

Danielson's Framework for Teaching (2011) Rubrics by Washington State
With Critical Attributes - Version 1.1

Criterion 1 8			
Student Growth C3: Recognizing individual student learning needs and developing strategies to address those needs.			
Student Growth 3.1: Establish Student Growth Goal(s)			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Does not establish student growth goal(s) or establishes inappropriate goal(s) for subgroups of students not reaching full learning potential. Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	Establishes appropriate student growth goal(s) for subgroups of students not reaching full learning potential. Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	Establishes appropriate student growth goal(s) for subgroups of students not reaching full learning potential. Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	Establishes appropriate student growth goal(s) for subgroups of students not reaching full potential in collaboration with students, parents, and other school staff. Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).
Critical Attributes			
Does not establish learning goals(s). Does not specify assessment(s) to monitor progress toward goal(s).	Identification of subgroups is partially aligned to data that identifies students not reaching full learning potential (i.e. achievement/opportunity gaps, ELL, special education, highly capable). Goals may be missing one or more of the following qualities: specific, measurable, and time-bound. Goals are not based on prior available student learning. Goals partially aligned to content standards. Grain size of goal may be missing one or more of the following: appropriate for the context, instructional interval and content standard(s). Goal is not connected to a significant impact on student learning of content. Identified formative and summative assessments unable to monitor progress toward specified goals.	Identification of subgroups uses data that identifies students not reaching full learning potential (i.e. achievement/opportunity gaps, ELL, special education, highly capable). Goals are specific, measurable, and time-bound. Based on multiple sources of available data that reveal prior student learning. Goals aligned to content standards. Grain size of goal is appropriate for the context, instructional interval and content standard(s). Goal demonstrates a significant impact on student learning of content (transferable skills) within the content area. Identifies formative and summative measures aligned to learning targets to monitor progress toward goals.	In addition to the characteristics of "proficient." Established multiple two-way communication paths to collaborate with families, students, and/or other staff to establish goals specific to individual learning needs. Students reflect on their own learning and articulate their understanding of their goals and progress toward goals.
Student Growth 3.2: Achievement of Student Growth Goal(s)			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Growth or achievement data from at least two points in time shows no evidence of growth for most students.	Multiple sources of growth or achievement data from at least two points in time show some evidence of growth for some students.	Multiple sources of growth or achievement data from at least two points in time show clear evidence of growth for most students.	Multiple sources of growth or achievement data from at least two points in time show evidence of high growth for all or nearly all students.

Danielson's Framework for Teaching (2011) Rubrics by Washington State
With Critical Attributes - Version 1.1

Criterion 1 8			
Criterion 4: Providing clear and intentional focus on subject matter content and curriculum.			
1a: Demonstrating Knowledge of Content and Pedagogy			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
<p>In planning and practice, teacher makes content errors or does not correct errors made by students.</p> <p>Teacher's plans and practice display little understanding of prerequisite relationships important to student's learning of the content.</p> <p>Teacher displays little or no understanding of the range of pedagogical approaches suitable to student's learning of the content.</p>	<p>Teacher is familiar with the important concepts in the discipline but displays lack of awareness of how these concepts relate to one another.</p> <p>Teacher's plans and practice indicate some awareness of prerequisite relationships, although such knowledge may be inaccurate or incomplete.</p> <p>Teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.</p>	<p>Teacher displays solid knowledge of the important concepts in the discipline and the ways they relate to one another.</p> <p>Teacher's plans and practice reflect accurate understanding of prerequisite relationships among topics and concepts.</p> <p>Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.</p>	<p>Teacher displays extensive knowledge of the important concepts in the discipline and the ways they relate both to one another and to other disciplines.</p> <p>Teacher's plans and practice reflect understanding of prerequisite relationships among topics and concepts and provide a link to necessary cognitive structures needed by students to ensure understanding.</p> <p>Teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.</p>
Critical Attributes			
<p>Teacher makes content errors.</p> <p>Teacher brushes aside student questions.</p> <p>Teacher does not consider prerequisite relationships when planning.</p> <p>Teacher's plans use inappropriate strategies for the discipline.</p>	<p>Teacher is familiar with the discipline but does not see conceptual relationships.</p> <p>Teacher's knowledge of prerequisite relationships is inaccurate or incomplete.</p> <p>Lesson and unit plans use limited instructional strategies, and some may not be suitable to the content.</p>	<p>The teacher can identify important concepts of the discipline and their relationships to one another.</p> <p>The teacher consistently provides clear explanations of the content.</p> <p>The teacher answers student questions accurately and provides feedback that furthers their learning.</p> <p>The teacher seeks out content-related professional development.</p>	<p>In addition to the characteristics of "proficient."</p> <p>Teacher cites intra- and interdisciplinary content relationships.</p> <p>Teacher is proactive in uncovering student misconceptions and addressing them before proceeding.</p>

Danielson's Framework for Teaching (2011) Rubrics by Washington State

With Critical Attributes - Version 1.1

Criterion 1 8			
Criterion 4: Providing clear and intentional focus on subject matter content and curriculum.			
1c: Setting Instructional Outcomes			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
<p>Outcomes represent low expectations for students and lack of rigor, and not all of them reflect important learning in the discipline.</p> <p>Outcomes are stated as activities rather than as student learning.</p> <p>Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students.</p>	<p>Outcomes represent moderately high expectations and rigor.</p> <p>Some reflect important learning in the discipline and consist of a combination of outcomes and activities.</p> <p>Outcomes reflect several types of learning, but teacher has made no attempt at coordination or integration.</p> <p>Most of the outcomes are suitable for most of the students in the class in accordance with global assessments of student learning.</p>	<p>Most outcomes represent rigorous and important learning in the discipline.</p> <p>All the instructional outcomes are clear, are written in the form of student learning, and suggest viable methods of assessment.</p> <p>Outcomes reflect several different types of learning and opportunities for coordination.</p> <p>Outcomes take into account the varying needs of groups of students.</p>	<p>All outcomes represent rigorous and important learning in the discipline.</p> <p>The outcomes are clear, are written in the form of student learning, and permit viable methods of assessment.</p> <p>Outcomes reflect several different types of learning and, where appropriate, represent opportunities for both coordination and integration.</p> <p>Outcomes take into account the varying needs of individual students.</p>
Critical Attributes			
<p>Outcomes lack rigor.</p> <p>Outcomes do not represent important learning in the discipline.</p> <p>Outcomes are not clear or are stated as activities.</p> <p>Outcomes are not suitable for many students in the class.</p>	<p>Outcomes represent a mixture of low expectations and rigor.</p> <p>Some outcomes reflect important learning in the discipline.</p> <p>Outcomes are suitable for most of the class.</p>	<p>Outcomes represent high expectations and rigor.</p> <p>Outcomes are related to the "big ideas" of the discipline.</p> <p>Outcomes are written in terms of what students will learn rather than do.</p> <p>Outcomes represent a range: factual, conceptual understanding, reasoning, social, management, communication.</p> <p>Outcomes are suitable to groups of students in the class and are differentiated where necessary.</p>	<p>In addition to the characteristics of "proficient."</p> <p>Teacher plans make reference to curricular frameworks or blueprints to ensure accurate sequencing.</p> <p>Teacher connects outcomes to previous and future learning.</p> <p>Outcomes are differentiated to encourage individual students to take educational risks.</p>

Danielson's Framework for Teaching (2011) Rubrics by Washington State

With Critical Attributes - Version 1.1

Criterion 1 8			
Criterion 4: Providing clear and intentional focus on subject matter content and curriculum.			
1d: Demonstrating Knowledge of Resources			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Teacher is unaware of school or district resources for classroom use, for the expansion of his or her own knowledge, or for students.	Teacher displays basic awareness of school or district resources available for classroom use, for the expansion of his or her own knowledge, and for students, but no knowledge of resources available more broadly.	Teacher displays awareness of resources—not only through the school and district but also through sources external to the school and on the Internet—available for classroom use, for the expansion of his or her own knowledge, and for students.	Teacher displays extensive knowledge of resources—not only through the school and district but also in the community, through professional organizations and universities, and on the Internet—for classroom use, for the expansion of his or her own knowledge, and for students.
Critical Attributes			
<p>The teacher uses only district-provided materials, even when more variety would assist some students.</p> <p>The teacher does not seek out resources available to expand his or her own skill.</p> <p>Although aware of some student needs, the teacher does not inquire about possible resources.</p>	<p>The teacher uses materials in the school library but does not search beyond the school for resources.</p> <p>The teacher participates in content-area workshops offered by the school but does not pursue other professional development.</p> <p>The teacher locates materials and resources for students that are available through the school but does not pursue any other avenues.</p>	<p>Texts are at varied levels.</p> <p>Texts are supplemented by guest speakers and field experiences.</p> <p>Teacher facilitates Internet resources. Resources are multidisciplinary.</p> <p>Teacher expands knowledge with professional learning groups and organizations.</p> <p>Teacher pursues options offered by universities.</p> <p>Teacher provides lists of resources outside the class for students to draw on.</p>	<p>In addition to the characteristics of “proficient.”</p> <p>Texts are matched to student skill level.</p> <p>The teacher has ongoing relationship with colleges and universities that support student learning.</p> <p>The teacher maintains log of resources for student reference.</p> <p>The teacher pursues apprenticeships to increase discipline knowledge.</p> <p>The teacher facilitates student contact with resources outside the classroom.</p>

Danielson's Framework for Teaching (2011) Rubrics by Washington State

With Critical Attributes - Version 1.1

Criterion 1 8			
Criterion 4: Providing clear and intentional focus on subject matter content and curriculum.			
1e: Designing Coherent Instruction			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
<p>The series of learning experiences is poorly aligned with the instructional outcomes and does not represent a coherent structure.</p> <p>The activities are not designed to engage students in active intellectual activity and have unrealistic time allocations. Instructional groups do not support the instructional outcomes and offer no variety.</p>	<p>Some of the learning activities and materials are suitable to the instructional outcomes and represent a moderate cognitive challenge but with no differentiation for different students. Instructional groups partially support the instructional outcomes, with an effort by the teacher at providing some variety.</p> <p>The lesson or unit has a recognizable structure; the progression of activities is uneven, with most time allocations reasonable.</p>	<p>Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students.</p> <p>The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students.</p> <p>The lesson or unit has a clear structure, with appropriate and varied use of instructional groups.</p>	<p>Plans represent the coordination of in-depth content knowledge, understanding of different students' needs, and available resources (Including technology), resulting in a series of learning activities designed to engage students in high-level cognitive activity.</p> <p>Learning activities are differentiated appropriately for individual learners. Instructional groups are varied appropriately with some opportunity for student choice. The lesson's or unit's structure is clear and allows for different pathways according to diverse student needs.</p>
Critical Attributes			
<p>Learning activities are boring and/or not well aligned to the instructional goals.</p> <p>Materials are not engaging or do not meet instructional outcomes.</p> <p>Instructional groups do not support learning.</p> <p>Lesson plans are not structured or sequenced and are unrealistic in their expectations.</p>	<p>Learning activities are moderately challenging.</p> <p>Learning resources are suitable, but there is limited variety.</p> <p>Instructional groups are random or only partially support objectives.</p> <p>Lesson structure is uneven or may be unrealistic in terms of time expectations.</p>	<p>Learning activities are matched to instructional outcomes.</p> <p>Activities provide opportunity for higher-level thinking.</p> <p>Teacher provides a variety of appropriately challenging materials and resources.</p> <p>Instructional student groups are organized thoughtfully to maximize learning and build on student strengths.</p> <p>The plan for the lesson or unit is well structured, with reasonable time allocations.</p>	<p>In addition to the characteristics of "proficient." Activities permit student choice.</p> <p>Learning experiences connect to other disciplines.</p> <p>The teacher maintains log of resources for student reference.</p> <p>Teacher provides a variety of appropriately challenging resources that are differentiated for students in the class.</p> <p>Lesson plans differentiate for individual student needs.</p>

Danielson's Framework for Teaching (2011) Rubrics by Washington State

With Critical Attributes - Version 1.1

Criterion 1 8			
Criterion 5: Fostering and managing a safe, positive learning environment.			
2a: Creating an Environment of Respect and Rapport			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
<p>Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict.</p> <p>Teacher does not deal with disrespectful behavior.</p>	<p>Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels.</p> <p>Students rarely demonstrate disrespect for one another.</p> <p>Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.</p>	<p>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students.</p> <p>Students exhibit respect for the teacher. Interactions among students are generally polite and respectful.</p> <p>Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.</p>	<p>Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals.</p> <p>Students exhibit respect for the teacher and contribute to high levels of civil interaction between all members of the class. The net result of interactions is that of connections with students as individuals.</p>
Critical Attributes			
<p>Teacher uses disrespectful talk towards students; student's body language indicates feelings of hurt or insecurity.</p> <p>Students use disrespectful talk towards one another with no response from the teacher.</p> <p>Teacher displays no familiarity with or caring about individual students' interests or personalities.</p>	<p>The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect.</p> <p>Teacher attempts to respond to disrespectful behavior among students, with uneven results.</p> <p>Teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not completely successful or are unusual.</p>	<p>Talk between teacher and students and among students is uniformly respectful.</p> <p>Teacher responds to disrespectful behavior among students.</p> <p>Teacher makes superficial connections with individual students.</p>	<p>In addition to the characteristics of "proficient." Teacher demonstrates knowledge and caring about individual students' lives beyond school.</p> <p>When necessary, students correct one another in their conduct toward classmates.</p> <p>There is no disrespectful behavior among students.</p> <p>The teacher's response to a student's incorrect response respects the student's dignity.</p>

Danielson's Framework for Teaching (2011) Rubrics by Washington State

With Critical Attributes - Version 1.1

Criterion 1 8			
Criterion 5: Fostering and managing a safe, positive learning environment.			
2c: Managing Classroom Procedures			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
<p>Much instructional time is lost through inefficient classroom routines and procedures.</p> <p>There is little or no evidence that the teacher is managing instructional groups, transitions, and/or the handling of materials and supplies effectively.</p> <p>There is little evidence that students know or follow established routines.</p>	<p>Some instructional time is lost through only partially effective classroom routines and procedures.</p> <p>The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, the result being some disruption of learning.</p> <p>With regular guidance and prompting, students follow established routines.</p>	<p>There is little loss of instructional time because of effective classroom routines and procedures.</p> <p>The teacher's management of instructional groups and the handling of materials and supplies are consistently successful.</p> <p>With minimal guidance and prompting, students follow established classroom routines.</p>	<p>Instructional time is maximized because of efficient classroom routines and procedures.</p> <p>Students contribute to the management of instructional groups, transitions, and the handling of materials and supplies.</p> <p>Routines are well understood and may be initiated by students.</p>
Critical Attributes			
<p>Students not working with the teacher are not productively engaged or are disruptive to the class.</p> <p>There are no established procedures for distributing and collecting materials.</p> <p>Procedures for other activities are confused or chaotic.</p>	<p>Small groups are only partially engaged while not working directly with the teacher.</p> <p>Procedures for transitions and for distribution/ collection of materials seem to have been established, but their operation is rough.</p> <p>Classroom routines function unevenly.</p>	<p>The students are productively engaged during small-group work.</p> <p>Transitions between large- and small-group activities are smooth.</p> <p>Routines for distribution and collection of materials and supplies work efficiently.</p> <p>Classroom routines function smoothly.</p>	<p>In addition to the characteristics of "proficient."</p> <p>Students take the initiative with their classmates to ensure that their time is used productively.</p> <p>Students themselves ensure that transitions and other routines are accomplished smoothly.</p> <p>Students take initiative in distributing and collecting materials efficiently.</p>

Danielson's Framework for Teaching (2011) Rubrics by Washington State

With Critical Attributes - Version 1.1

Criterion 1 8			
Criterion 5: Fostering and managing a safe, positive learning environment.			
2d: Managing Student Behavior			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
<p>There appear to be no established standards of conduct and little or no teacher monitoring of student behavior.</p> <p>Students challenge the standards of conduct.</p> <p>Response to students' misbehavior is repressive or disrespectful of student dignity.</p>	<p>Standards of conduct appear to have been established, but their implementation is inconsistent.</p> <p>Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.</p> <p>There is inconsistent implementation of the standards of conduct.</p>	<p>Student behavior is generally appropriate.</p> <p>The teacher monitors student behavior against established standards of conduct.</p> <p>Teacher response to student misbehavior is consistent, proportionate, respectful to students, and effective.</p>	<p>Student behavior is entirely appropriate.</p> <p>Students take an active role in monitoring their own behavior and that of other students against standards of conduct.</p> <p>Teachers' monitoring of student behavior is subtle and preventive.</p> <p>Teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.</p>
Critical Attributes			
<p>The classroom environment is chaotic, with no apparent standards of conduct.</p> <p>The teacher does not monitor student behavior.</p> <p>Some students violate classroom rules, without apparent teacher awareness.</p> <p>When the teacher notices student misbehavior, s/he appears helpless to do anything about it.</p>	<p>Teacher attempts to maintain order in the classroom but with uneven success; standards of conduct, if they exist, are not evident.</p> <p>Teacher attempts to keep track of student behavior, but with no apparent system.</p> <p>The teacher's response to student misbehavior is inconsistent, at times very harsh, other times lenient.</p>	<p>Standards of conduct appear to have been established.</p> <p>Student behavior is generally appropriate.</p> <p>The teacher frequently monitors student behavior.</p> <p>Teacher's response to student misbehavior is effective.</p> <p>Teacher acknowledges good behavior.</p>	<p>In addition to the characteristics of "proficient."</p> <p>Student behavior is entirely appropriate; there no evidence of student misbehavior.</p> <p>The teacher monitors student behavior without speaking – just moving about.</p> <p>Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct.</p>

Danielson's Framework for Teaching (2011) Rubrics by Washington State
With Critical Attributes - Version 1.1

Criterion 1 8			
Criterion 5: Fostering and managing a safe, positive learning environment.			
2e: Organizing Physical Space			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
<p>The physical environment is unsafe, or many students don't have access to learning resources.</p> <p>There is poor coordination between the lesson activities and the arrangement of furniture and resources, including computer technology.</p>	<p>The classroom is safe, and essential learning is accessible to most students.</p> <p>The teacher's use of physical resources, including computer technology, is moderately effective.</p> <p>Teacher makes some attempt to modify the physical arrangement to suit learning activities, with partial success.</p>	<p>The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities.</p> <p>Teacher makes effective use of physical resources, including computer technology.</p>	<p>The classroom is safe, and learning is accessible to all students, including those with special needs.</p> <p>Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities.</p> <p>Students contribute to the use or adaptation of the physical environment to advance learning.</p>
Critical Attributes			
<p>There are physical hazards in the classroom, endangering student safety.</p> <p>Many students can't see or hear the teacher or the board.</p> <p>Available technology is not being used, even if its use would enhance the lesson.</p>	<p>The physical environment is safe, and most students can see and hear.</p> <p>The physical environment is not an impediment to learning but does not enhance it.</p> <p>The teacher makes limited use of available technology and other resources.</p>	<p>The classroom is safe, and all students are able to see and hear.</p> <p>The classroom is arranged to support the instructional goals and learning activities.</p> <p>The teacher makes appropriate use of available technology.</p>	<p>In addition to the characteristics of "proficient." Modifications are made to the physical environment to accommodate students with special needs.</p> <p>There is total alignment between the goals of the lesson and the physical environment.</p> <p>Students take the initiative to adjust the physical environment.</p> <p>Teachers and students make extensive and imaginative use of available technology.</p>

Danielson's Framework for Teaching (2011) Rubrics by Washington State

With Critical Attributes - Version 1.1

Criterion 1 8			
Criterion 6: Using multiple student data elements to modify instruction and improve student learning.			
1f: Designing Student Assessments			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
<p>Assessment procedures are not congruent with instructional outcomes; the proposed approach contains no criteria or standards.</p> <p>Teacher has no plan to incorporate formative assessment in the lesson or unit nor any plan to use assessment results in designing future instruction.</p>	<p>Some of the instructional outcomes are assessed through the proposed approach, but others are not.</p> <p>Assessment criteria and standards have been developed, but they are not clear.</p> <p>Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.</p> <p>Teacher intends to use assessment results to plan for future instruction for the class as a whole.</p>	<p>Teacher's plan for student assessment is aligned with the instructional outcomes; assessment methodologies may have been adapted for groups of students.</p> <p>Assessment criteria and standards are clear. Teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.</p> <p>Teacher intends to use assessment results to plan for future instruction for groups of students.</p>	<p>Teacher's plan for student assessment is fully aligned with the instructional outcomes and has clear criteria and standards that show evidence of student contribution to their development.</p> <p>Assessment methodologies have been adapted for individual students, as needed.</p> <p>The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.</p> <p>Teacher intends to use assessment results to plan future instruction for individual students.</p>
Critical Attributes			
<p>Assessments do not match instructional outcomes.</p> <p>Assessments have no criteria.</p> <p>No formative assessments have been designed.</p> <p>Assessment results do not affect future plans.</p>	<p>Only some of the instructional outcomes are addressed in the planned assessments.</p> <p>Assessment criteria are vague.</p> <p>Plans refer to the use of formative assessments, but they are not fully developed.</p> <p>Assessment results are used to design lesson plans for the whole class, not individual students.</p>	<p>All the learning outcomes have a method for assessment.</p> <p>Assessment types match learning expectations.</p> <p>Plans indicate modified assessments for some students as needed.</p> <p>Assessment criteria are clearly written.</p> <p>Plans include formative assessments to use during instruction.</p> <p>Lesson plans indicate possible adjustments based on formative assessment data.</p>	<p>In addition to the characteristics of "proficient,"</p> <p>Assessments provide opportunities for student choice.</p> <p>Students participate in designing assessments for their own work.</p> <p>Teacher-designed assessments are authentic with real-world application, as appropriate.</p> <p>Students develop rubrics according to teacher- specified learning objectives.</p> <p>Students are actively involved in collecting information from formative assessments and provide input.</p>

Danielson’s Framework for Teaching (2011) Rubrics by Washington State
With Critical Attributes - Version 1.1

Criterion 1 8			
Criterion 6: Using multiple student data elements to modify instruction and improve student learning.			
3d: Using Assessment in Instruction			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
<p>There is little or no assessment or monitoring of student learning; feedback is absent or of poor quality.</p> <p>Students do not appear to be aware of the assessment criteria and do not engage in self-assessment.</p>	<p>Assessment is used sporadically by teacher and/or students to support instruction through some monitoring of progress in learning.</p> <p>Feedback to students is general, students appear to be only partially aware of the assessment criteria used to evaluate their work, and few assess their own work.</p> <p>Questions, prompts, and assessments are rarely used to diagnose evidence of learning.</p>	<p>Assessment is used regularly by teacher and/or students during the lesson through monitoring of learning progress and results in accurate, specific feedback that advances learning.</p> <p>Students appear to be aware of the assessment criteria; some of them engage in self-assessment.</p> <p>Questions, prompts, assessments are used to diagnose evidence of learning.</p>	<p>Assessment is fully integrated into instruction through extensive use of formative assessment.</p> <p>Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria.</p> <p>Students self-assess and monitor their progress.</p> <p>A variety of feedback, from both their teacher and their peers, is accurate, specific, and advances learning.</p> <p>Questions, prompts, assessments are used regularly to diagnose evidence of learning by individual students.</p>
Critical Attributes			
<p>The teacher gives no indication of what high- quality work looks like.</p> <p>The teacher makes no effort to determine whether students understand the lesson.</p> <p>Feedback is only global. The teacher does not ask students to evaluate their own or classmates’ work.</p>	<p>There is little evidence that the students understand how their work will be evaluated.</p> <p>Teacher monitors understanding through a single method, or without eliciting evidence of understanding from all students.</p> <p>Teacher requests global indications of student understanding.</p> <p>Feedback to students is not uniformly specific and not oriented towards future improvement of work.</p> <p>The teacher makes only minor attempts to engage students in self-assessment or peer assessment.</p>	<p>Students indicate that they clearly understand the characteristics of high- quality work.</p> <p>The teacher elicits evidence of student understanding during the lesson. Students are invited to assess their own work and make improvements.</p> <p>Feedback includes specific and timely guidance, at least for groups of students.</p> <p>The teacher attempts to engage students in self- assessment or peer assessment.</p>	<p>In addition to the characteristics of “proficient.”</p> <p>There is evidence that students have helped establish the evaluation criteria.</p> <p>Teacher monitoring of student understanding is sophisticated and continuous: the teacher is constantly “taking the pulse” of the class.</p> <p>Teacher makes frequent use of strategies to elicit information about individual student understanding.</p> <p>Feedback to students is specific and timely, and is provided from many sources including other students.</p> <p>Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher.</p>

Danielson's Framework for Teaching (2011) Rubrics by Washington State
With Critical Attributes - Version 1.1

Criterion 1 8			
Criterion 6: Using multiple student data elements to modify instruction and improve student learning.			
4b: Maintaining Accurate Records			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
<p>Teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. Teacher's records for non-instructional activities are in disarray, resulting in errors and confusion.</p>	<p>Teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. Teacher's records for non-instructional activities are adequate but require frequent monitoring to avoid errors.</p>	<p>Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.</p>	<p>Teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective. Students contribute information and participate in maintaining the records.</p>
Critical Attributes			
<p>There is no system for either instructional or non-instructional records. The record-keeping systems are in disarray so as to provide incorrect or confusing information.</p>	<p>The teacher has a process for recording completion of student work. However, it is out of date or does not permit students to gain access to the information.</p> <p>The teacher's process for tracking student progress is cumbersome to use.</p> <p>The teacher has a process for tracking some, but not all, non-instructional information, and it may contain some errors.</p>	<p>The teacher's process for recording student work completion is efficient and effective; students have access to information about completed and/or missing assignments.</p> <p>The teacher has an efficient and effective process for recording student attainment of learning goals; students are able to see how they're progressing.</p> <p>The teacher's process for recording non-instructional information is both efficient and effective.</p>	<p>In addition to the characteristics of "proficient." Students contribute to and maintain records indicating completed and overdue work assignments.</p> <p>Students both contribute to and maintain data files indicating their own progress in learning.</p> <p>Students contribute to maintaining non-instructional records for the class.</p>

Danielson's Framework for Teaching (2011) Rubrics by Washington State

With Critical Attributes - Version 1.1

Criterion 1 8			
Student Growth C6: Using multiple student data elements to modify instruction and improve student learning.			
Student Growth 6.1: Establish Student Growth Goal(s)			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Does not establish student growth goal(s) or establishes inappropriate goal(s) for whole classroom. Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	Establishes appropriate student growth goal(s) for whole classroom. Goal(s) do not identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	Establishes appropriate student growth goal(s) for whole classroom. Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).	Establishes appropriate student growth goal(s) for students in collaboration with students and parents. These whole classroom goals align to school goal(s). Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).
Critical Attributes			
Does not establish student learning goals. Does not specify assessment(s) to monitor progress toward goal(s).	Goals may be missing one or more of the following qualities: specific, measurable, and time-bound. Goals are not based on prior available student learning. Goals are partially aligned to content standards. Grain size of goal may be missing one or more of the following: appropriate for the context, instructional interval, and content standard(s). Goal is not connected to a significant impact on student learning of content. Identified formative and summative assessments unable to monitor progress toward specified goals.	Goals are specific, measurable, and time-bound. Based on multiples sources of available data that reveal prior student learning. Goals are aligned to content standards. Grain size of goal is appropriate for the context, instructional interval, and content standard(s). Goal demonstrates a significant impact on student learning (transferable skills) within the content area. Identifies formative and summative measures aligned to learning targets to monitor progress toward goals.	In addition to the characteristics of “proficient.” Effort to communicate (two-way)/collaborates with other staff, families, and/or students to establish goals specific to whole class learning needs. Students articulate their understanding of their goals and progress toward goals.
Student Growth 6.2: Achievement of Student Growth Goal(s)			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Growth or achievement data from at least two points in time shows no evidence of growth for most students.	Multiple sources of growth or achievement data from at least two points in time show some evidence of growth for some students.	Multiple sources of growth or achievement data from at least two points in time show clear evidence of growth for most students.	Multiple sources of growth or achievement data from at least two points in time show evidence of high growth for all or nearly all students.

Danielson’s Framework for Teaching (2011) Rubrics by Washington State
With Critical Attributes - Version 1.1

Criterion 1 8			
Criterion 7: Communicating and collaborating with parents and the school community.			
4c: Communicating with Families			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
<p>Teacher communication with families— about the instructional program, about individual students—is sporadic or culturally inappropriate.</p> <p>Teacher makes no attempt to engage families in the instructional program.</p>	<p>Teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Communications are one-way and not always appropriate to the cultural norms of those families.</p>	<p>Teacher communicates frequently with families about the instructional program and conveys information about individual student progress.</p> <p>Teacher makes some attempts to engage families in the instructional program.</p> <p>Information to families is conveyed in a culturally appropriate manner.</p>	<p>Teacher’s communication with families is frequent and sensitive to cultural traditions, with students contributing to the communication.</p> <p>Response to family concerns is handled with professional and cultural sensitivity.</p> <p>Teacher’s efforts to engage families in the instructional program are frequent and successful.</p>
Critical Attributes			
<p>Little or no information regarding the instructional program is available to parents. Families are unaware of their children’s progress.</p> <p>Family engagement activities are lacking. Communication is culturally inappropriate.</p>	<p>School or district-created materials about the instructional program are sent home.</p> <p>Infrequent or incomplete information is sent home by teachers about the instructional program.</p> <p>Teacher maintains school-required grade book but does little else to inform families about student progress.</p> <p>Teacher communications are sometimes inappropriate to families’ cultural norms.</p>	<p>Information about the instructional program is available on a regular basis.</p> <p>The teacher sends information about student progress home on a regular basis.</p> <p>Teacher develops activities designed to successfully engage families in their children’s learning, as appropriate.</p>	<p>In addition to the characteristics of “proficient.”</p> <p>On a regular basis, students develop materials to inform their families about the instructional program.</p> <p>Students maintain accurate records about their individual learning progress and frequently share this information with families.</p> <p>Students contribute to maintaining non-instructional records for the class.</p> <p>Students contribute to regular and ongoing projects designed to engage families in the learning process.</p>

Danielson's Framework for Teaching (2011) Rubrics by Washington State

With Critical Attributes - Version 1.1

Criterion 1 8			
Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.			
4d: Participating in a Professional Community			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
<p>Teacher's relationships with colleagues are negative or self-serving.</p> <p>Teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved.</p> <p>Teacher avoids becoming involved in school events or school and district projects.</p>	<p>Teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires.</p> <p>Teacher becomes involved in the school's culture of professional inquiry when invited to do so.</p> <p>Teacher participates in school events and school and district projects when specifically asked to do so.</p>	<p>Teacher's relationships with colleagues are characterized by mutual support and cooperation; teacher actively participates in a culture of professional inquiry.</p> <p>Teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.</p>	<p>Teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty.</p> <p>Teacher takes a leadership role in promoting a culture of professional inquiry.</p> <p>Teacher volunteers to participate in school events and district projects making a substantial contribution, and assuming a leadership role in at least one aspect of school or district life.</p>
Critical Attributes			
<p>The teacher's relationship with colleagues is characterized by negativity or combative-ness.</p> <p>The teacher purposefully avoids contributing to activities promoting professional inquiry.</p> <p>The teacher avoids involvement in school activities and school district and community projects.</p>	<p>The teacher has pleasant relationship with colleagues.</p> <p>When invited, the teacher participates in activities related to professional inquiry.</p> <p>When asked, the teacher participates in school activities, as well as school district and community projects.</p>	<p>The teacher has supportive and collaborative relationships with colleagues.</p> <p>The teacher regularly participates in activities related to professional inquiry.</p> <p>The teacher frequently volunteers to participate in school activities, as well as school district and community projects.</p>	<p>In addition to the characteristics of "proficient."</p> <p>The teacher takes a leadership role in promoting activities related to professional inquiry.</p> <p>The teacher regularly contributes to and over- sees events that positively impact school life.</p> <p>The teacher regularly contributes to and serves as head of significant school district and community projects.</p>

Danielson's Framework for Teaching (2011) Rubrics by Washington State

With Critical Attributes - Version 1.1

Criterion 1 8			
Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.			
4e: Growing and Developing Professionally			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
<p>Teacher engages in no professional development activities to enhance knowledge or skill.</p> <p>Teacher resists feedback on teaching performance from either supervisors or more experienced colleagues.</p> <p>Teacher makes no effort to share knowledge with others or to assume professional responsibilities.</p>	<p>Teacher participates in professional activities to a limited extent when they are convenient.</p> <p>Teacher accepts, with some reluctance, feedback on teaching performance from both supervisors and colleagues.</p> <p>Teacher finds limited ways to contribute to the profession.</p>	<p>Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.</p> <p>Teacher welcomes feedback from colleagues—either when made by supervisors or when opportunities arise through professional collaboration.</p> <p>Teacher participates actively in assisting other educators.</p>	<p>Teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research.</p> <p>Teacher seeks out feedback on teaching from both supervisors and colleagues.</p> <p>Teacher initiates important activities to contribute to the profession.</p>
Critical Attributes			
<p>The teacher is not involved in any activity that might enhance knowledge or skill.</p> <p>The teacher purposefully resists discussing performance with supervisors or colleagues.</p> <p>The teacher ignores invitations to join professional organizations or attend conferences.</p>	<p>The teacher participates in professional activities when they are required or when provided by the school district.</p> <p>The teacher reluctantly accepts feedback from supervisors and colleagues.</p> <p>The teacher contributes in a limited fashion to educational professional organizations.</p>	<p>The teacher seeks regular opportunities for continued professional development.</p> <p>The teacher welcomes colleagues and super- visors into the classroom for the purpose of gaining insight from their feedback.</p> <p>The teacher actively participates in professional organizations designed to contribute to the profession.</p>	<p>In addition to the characteristics of “proficient.”</p> <p>The teacher seeks regular opportunities for continued professional development, including initiating action research.</p> <p>The teacher actively seeks feedback from supervisors and colleagues.</p> <p>The teacher takes an active leadership role in professional organizations in order to contribute to the teaching profession.</p>

Danielson's Framework for Teaching (2011) Rubrics by Washington State

With Critical Attributes - Version 1.1

Criterion 1 8			
Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.			
4f: Showing Professionalism			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
<p>Teacher displays dishonesty in interactions with colleagues, students, and the public.</p> <p>Teacher is not alert to students' needs and contributes to school practices that result in some students' being ill served by the school.</p> <p>Teacher makes decisions and recommendations based on self-serving interests. Teacher does not comply with school and district regulations.</p>	<p>Teacher is honest in interactions with col- leagues, students, and the public.</p> <p>Teacher attempts, though inconsistently, to serve students. Teacher does not knowingly contribute to some students' being ill served by the school.</p> <p>Teacher's decisions and recommendations are based on limited but genuinely professional considerations.</p> <p>Teacher complies minimally with school and district regulations, doing just enough to get by.</p>	<p>Teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.</p> <p>Teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed.</p> <p>Teacher maintains an open mind in team or departmental decision making.</p> <p>Teacher complies fully with school and district regulations.</p>	<p>Teacher takes a leadership role with colleagues and can be counted on to hold to the highest standards of honesty, integrity, and confidentiality.</p> <p>Teacher is highly proactive in serving students, seeking out resources when needed.</p> <p>Teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally under-served, are honored in the school.</p> <p>Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards.</p> <p>Teacher complies fully with school and district regulations, taking a leadership role with col- leagues.</p>
Critical Attributes			
<p>Teacher is dishonest.</p> <p>Teacher does not notice the needs of students.</p> <p>The teacher engages in practices that are self- serving.</p> <p>The teacher willfully rejects school district regulations.</p>	<p>Teacher is honest.</p> <p>Teacher notices the needs of students but is inconsistent in addressing them.</p> <p>Teacher does not notice that some school practices result in poor conditions for students.</p> <p>Teacher makes decisions professionally but on a limited basis.</p> <p>Teacher complies with school district regulations.</p>	<p>Teacher is honest and known for having high standards of integrity.</p> <p>Teacher actively addresses student needs.</p> <p>Teacher actively works to provide opportunities for student success.</p> <p>Teacher willingly participates in team and departmental decision making.</p> <p>Teacher complies completely with school district regulations.</p>	<p>In addition to the characteristics of "proficient."</p> <p>Teacher is considered a leader in terms of honesty, integrity, and confidentiality.</p> <p>Teacher is highly proactive in serving students.</p> <p>Teacher makes a concerted effort to ensure that opportunities are available for all students to be successful.</p> <p>Teacher takes a leadership role in team and departmental decision making.</p> <p>Teacher takes a leadership role regarding school district regulations.</p>

Danielson's Framework for Teaching (2011) Rubrics by Washington State

With Critical Attributes - Version 1.1

Criterion 1 8			
Student Growth C8: Exhibiting collaborative and collegial practice focused on improving instructional practice and student learning.			
Student Growth 8.1: Establish Team Student Growth Goal(s)			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Does not collaborate or reluctantly collaborates with other grade, school, or district team members to establish goal(s), to develop and implement common, high-quality measures, and to monitor growth and achievement during the year.	Does not consistently collaborate with other grade, school, or district team members to establish goal(s), to develop and implement common, high-quality measures, and to monitor growth and achievement during the year.	Consistently and actively collaborates with other grade, school, or district team members to establish goal(s), to develop and implement common, high-quality measures, and to monitor growth and achievement during the year.	Leads other grade, school, or district team members to establish goal(s), to develop and implement common, high-quality measures, and to monitor growth and achievement during the year.
Critical Attributes			
<p>Team does not establish goal(s) for student learning.</p> <p>Team does not specify assessments to monitor progress toward goal(s) and/or goal is neither specific nor time-bound.</p> <p>Teacher does not communicate with team regarding team goals or plans.</p> <p>Teacher rarely shares student data, student work, or suggestions for strategies to achieve team goal(s).</p> <p>Teacher undermines team's ability to make and implement team decisions and/or does not follow through with team decisions regarding instruction and assessment.</p>	<p>Team goal(s) or measures are established without consensus.</p> <p>Team goal is missing on one more of the following qualities: specific, measurable, time bound.</p> <p>Team goal is missing one or more of the following qualities: appropriate for the context, instructional interval, or content standard(s).</p> <p>Team goal is not connected to a significant impact on student learning of content.</p> <p>Teacher's communication with team is inconsistent regarding team goals and plans.</p> <p>Teacher occasionally shares student work or suggestions for strategies to achieve team goal(s).</p> <p>Teacher rarely shares reflection on instruction to achieve team goal(s).</p> <p>Teacher demonstrates inconsistent follow-through with team decisions regarding instruction and assessment.</p>	<p>Team goal(s) and measures are decided collaboratively.</p> <p>Team goal(s) are specific, measurable, and time-bound.</p> <p>Team goal(s) are appropriate for context, instructional interval, and content standard(s).</p> <p>Team goal(s) demonstrate significant impact on student learning of content (transferable skills).</p> <p>Teacher communicates responsibly with team regarding team goals and plans for measuring and monitoring.</p> <p>Teacher consistently and actively contributes multiple sources of data to collectively determine evidence of student learning.</p> <p>Teacher engages in data-based reflection with team and adjusts practice accordingly.</p> <p>Teacher implements team decisions regarding instruction and assessment.</p>	<p>In addition to the characteristics of "proficient."</p> <p>Team goal(s) and measures are decided collaboratively.</p> <p>Team goal(s) are specific, measurable, and time-bound.</p> <p>Team goal(s) are appropriate for context, instructional interval, and content standard(s).</p> <p>Goal(s) demonstrate significant impact on student learning of content (transferable skills).</p> <p>Teacher helps develop other team members' capacity to be effective.</p> <p>Teacher regularly makes his/her practice public by sharing models and facilitating data processes.</p> <p>Teacher promotes reflective analysis among team.</p> <p>Teacher shares a wide range of resources to build and sustain support for team goals.</p>