

**Collective Bargaining Agreement between**

**Kahlotus School**

**District # 056**

**&**

**Kahlotus Education  
Association**

**2025-2028**

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**Effective September 1, 2025 through August 31, 2028**



**KAHLOTUS EDUCATION ASSOCIATION**  
**2025-2028**

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## **PREAMBLE**

THIS AGREEMENT is made and entered into by and between the Kahlotus School District #56 Board of Directors, hereafter called the "Board" or "District", and the Kahlotus Education Association, hereafter called the "Association".

*WHEREAS* the Board and the Association recognize their mutual obligation to bargain in good faith to effectuate the provisions of applicable state law, and so that effective employer-employee relations and the cause of public education may be served in the District, the Board and the Association do hereby agree as follows:

## **ARTICLE I -ADMINISTRATION**

### **SECTION 1: EXCLUSIVE RECOGNITION**

The Board hereby recognizes the Association as the exclusive bargaining representative for all certificated, non-administrative employees under contract or on approved leave, or substitutes who have worked twenty (20) or more consecutive days, or thirty (30) or more total days in a twelve (12) month period, except the Superintendent, or any others excluded by statute.

Long-term substitutes are included in the bargaining unit if: the substitute teacher who holds a valid teaching certificate and has worked thirty (30) or more full days for the District as a substitute teacher during the current or immediately preceding school year, and who continues to be available for employment, or any substitute teacher who holds a valid teaching certificate and who serves for twenty (20) or more consecutive full days in the same assignment. Only the following sections of this agreement are applicable to long term substitutes:

- Article I Administration
- Article II Business
- Article III Personnel; Sections 2-7, 10 (non-instructional duties), 11, 12 and 14. Leaves for long term substitutes who work semester or longer in the same assignment: pro rata of sick leave, personal leave, bereavement leave and emergency leave.

When used hereinafter, the term "certificated employee" shall refer to each employee represented by the Association. The term "teacher" shall refer to classroom teachers only. Words denoting number shall include both the singular and plural; unless the context in which they are used requires otherwise, words used in this Agreement denoting gender shall include both the masculine and the feminine.

Work regularly performed by members of the bargaining unit shall not be subcontracted without first having bargained the matter with the Association.

## SECTION 2: STATUS OF THE AGREEMENT

This Agreement shall supersede any rules, regulations, policies resolutions or practices of the District which shall be contrary to, or inconsistent with, its terms.

Existing rules, regulations or practices of the District not in conflict with this Agreement may remain in full force.

Upon the mutual consent and ratification of the parties, this agreement may be modified.

Nothing contained in this Agreement shall be interpreted and/or applied to reduce individual salaries, preparation time and relief periods in effect prior to the effective date of this Agreement except those which are modified by the terms of this Agreement.

## SECTION 3: AGREEMENT COMPLIANCE

All individual employee contracts shall be subject to, and consistent with, the terms and conditions of this Agreement.

If any individual employee contract contains any language inconsistent with this Agreement, this Agreement during its duration shall be controlling.

## SECTION 4: DISTRIBUTION

Following ratification and signing of this Agreement the District shall post the final copy on the district website and also make it available on the district staffed-shared network.

## SECTION 5: AGREEMENT ADMINISTRATION

For the purposes of agreement administration, the superintendent and Association representative may meet once a month to review and discuss identified concerns.

## SECTION 6: CONFORMITY TO LAW

This Agreement shall be governed and construed according to the Constitution and laws of the State of Washington. If any provision of this Agreement, or any application of this Agreement to any teacher or groups of teachers covered hereby shall be found contrary to law by a court of competent jurisdiction, such provision or application shall have effect only to the extent permitted by law, and all other provisions or applications of the Agreement shall continue in full force and effect.

## SECTION 7: MANAGEMENT RIGHTS

The right to manage the school district and to direct its employees and operations is vested in, and retained by the Board, except as this right is limited by the Agreement.

## **ARTICLE II-BUSINESS**

### **SECTION 1: MEMBERSHIP DUES DEDUCTIONS**

Within ten (10) days of their commencement of employment, teachers may sign and deliver an Automatic Payroll Authorization Membership Form to the Association which shall authorize deduction of membership dues and fees to the Association. Said authorization shall be promptly given to the District payroll office. The authorization shall continue in effect from year to year unless a request for revocation is to take effect.

On or before September 5<sup>th</sup> of each school year, the Association shall give written notice to the district business manager of the dollar amount of dues of the Association deducted in the coming school year under payroll deduction.

The deduction authorized shall be made in twelve (12) equal amounts from each paycheck beginning with the pay period in September through the pay period in August of each year. Teachers who commence employment after September or terminate before August shall have their deductions pro-rated at one-twelfth (1/12<sup>th</sup>) of the total amount for each month the teacher is employed. The Board shall promptly remit directly to the Washington Education Association all monies so deducted, accompanied by a list of teachers from whom the deductions have been made. A duplicate list shall be promptly provided to the Association as receipt for said transaction.

The Association agrees to indemnify and hold the District harmless from any and all claims, suits or other forms or liability arising out of the District's compliance with this provision.

### **SECTION 2: OTHER DEDUCTIONS**

The District shall, upon receipt of authorization from an employee, deduct from the employee's salary and make appropriate remittance for insurance plans, tax sheltered annuities or any other plans or programs jointly approved by the Association and the board including Washington State Teacher's Credit Union and WEA sponsored tax-sheltered annuity programs.

### **SECTION 3: ASSOCIATION RIGHTS**

The Association and its representatives shall have the right to use District buildings for meetings and to transact Association business.

The Association shall have the right to use District facilities and equipment at reasonable times for Association business when such equipment is not otherwise in use. The Association shall have the right to use intra-district mail service, E-mail, and staff mail boxes for communication purposes with their members. The parties acknowledge that District e-mail may be disclosed by a request for public information.

The Association shall have the right to post notices of activities and matters of Association concerns on a bulletin board to be provided in the faculty lounge.

Upon request, the District shall provide to the Association information as required under statute which will assist the Association in carrying out its responsibility as bargaining representative. Information requested for purposes of contract enforcement, member representation, or bargaining shall be provided within five (5) working days prior to any scheduled meeting for said purpose.

Upon request, the administration shall furnish the Association President information concerning the financial resources of the district, including but not limited to annual financial reports and audits, tentative budgeting requirements and allocations, student enrollment, and membership data to the extent that this information is deemed public information. In addition, the District upon request by the Association President shall furnish the Association President the board agenda and minutes of all board meetings held in open session.

The Association and its representatives shall have access to District buildings and to all employees. Such access shall not interrupt the instructional setting. Association representatives who are not employees of the District shall check in with the main office before any visitation.

Association representatives will have access to newly hired employees for a minimum of 30 minutes during the contracted workday for purposes related to association business. Said meeting(s) shall occur within 90 days of hire.

First and last name, address, date of hire, email address and current teaching assignment for all employees shall be provided to the Association prior to October 1.

Representatives duly authorized by the Association who participate during working hours in negotiations, grievance proceedings, conferences or meetings with representatives of the District, shall suffer no loss of pay.

The Association president or designee shall be released to attend a Board meeting if scheduled during school time. Any substitute will be provided by the District.

If the attendance of a teacher at such a meeting is required, the District shall arrange for appropriate class coverage. Said employee(s) shall suffer no loss of pay.

### **ARTICLE III-PERSONNEL**

#### **SECTION 1: STAFF REDUCTION**

Upon the determination by the Board that a reduction in force due to economic reasons is required, the District shall follow the procedures set forth below:

Reduction in Force (RIF) shall only be instituted after all provisional employees have been non-renewed.

### Instructional Program Determination

- A. The term "layoff" as used herein refers to action by the Board reducing the number of employees within the bargaining unit employed by the District due to overall economic reasons only; it does not refer to decisions to discharge or non-renew an individual employee for cause.
- B. In the event that the Board anticipates a layoff of employees, the Board will notify the Association at least thirty (30) calendar days prior to April 15 and shall provide the Association with a detailed report on the financial affairs of the District.
- C. The Board shall determine each program to be retained for the ensuing school year. Layoff shall be determined by program need, and by seniority. Seniority is defined as total length of service in Washington State. Less than a full year working experience shall be computed as the actual number of days employed by the district as a full-time employee or as a long-term substitute. A temporary employee hired to replace an employee on leave shall be afforded seniority only from the date hired to replace such employee.
- D. The Business Office will publish and distribute to all employees and the Association a seniority list ranking each employee from greatest to least seniority based on the employee's hire date and number of years of Washington State service. It shall be the responsibility of each employee to verify her/his seniority ranking and promptly report any dispute thereof in writing to the District within ten (10) working days.
- E. In no event shall personnel outside the bargaining unit as recognized in Article I Section I, be included on the seniority list nor will the Board add such personnel to the seniority list in the event of layoff. No employee outside of the bargaining unit shall be assigned to a position within the bargaining unit.
- F. Part time employees shall only retain the current FTE ratio.
- G. In the event of a tie between certified employees, the matter shall be determined by lot.
- H. Layoff Procedure: In the event it becomes necessary to lay off employees, the following procedure will be implemented:
  - a) The staff requirements and projected student enrollment will be listed for all schools in the District.
  - b) Staff selection to fill all staffing requirements will be made from the seniority list in descending order from highest to lowest position. Where working assignments require special certification, such assignments shall be filled with employees currently holding such special certificates or endorsements.

### Placement Criteria

An employee shall list instructional categories for which he/she is qualified. Staff reduction shall be made in accordance with those areas. In order to qualify for a category not currently assigned, the employee shall:

- A. Hold certification required by the State Office of the Superintendent of Public Instruction or federal program requirements.
- B.
  - 1. Have a major or minor and/or endorsement in the curriculum area;
  - 2. Have taught in the grade level category or curriculum area in the last three (3) years, Or
  - 3. Have been administratively assigned to a special program.

### Employment Pool

- A. Certificated employees not assigned to a teaching position for the ensuing school year will be notified in writing of the layoff by the Board no later than May 15, unless the date is extended to June 15 due to legislative budget delays.
- B. A certificated employee receiving written notification of layoff shall automatically be placed on recall status. Acceptance of a contract of employment as a certificated employee in any other district shall constitute an automatic termination of their employment relationship as provided herein and said employee shall notify the District by registered letter or by personally contacting the superintendent. Employment of substitutes shall come from those employees who have been non-renewed, laid off and are available and qualified for the position.

### Recall

Recall shall be by inverse order according to the department and/or elementary level for which the employee is qualified. The District shall give written notice of the recall by sending a registered letter to the employee at his last known address. Any certificated employee so notified shall respond within ten (10) working days from receipt of said notice whether the employee accepts or rejects the position.

If an employee rejects an offer for which he/she is qualified, he/she shall forfeit all claims for a position with the school district.

Staff on layoff shall remain in the recall pool one (1) calendar year after the date of notification of layoff.

## SECTION 2: EMPLOYMENT OF CERTIFICATED EMPLOYEES

The Board shall in all instances employ certificated employees who are properly credentialed.

All certificated employees shall be placed on the annual salary schedule in accordance with the criteria for salary schedule placement as contained in this Agreement.

### SECTION 3: EMPLOYEE RIGHTS

The provisions of this Agreement shall be applied without regard to domicile, race, creed religion, color, national origin, age, sex, marital status, physical handicaps, provided the employee can competently perform assigned duties as specified in the job description, membership or non-membership in the Association, except as required in accordance with this Agreement or as otherwise provided by law.

Employees shall have the right to self-organization to form, to join or assist the Association to bargain collectively through representatives of their own choosing and the right to refrain from such activities.

The employees shall be entitled to full legal rights of citizenship and no lawful religious or political activities of any teacher or the lack thereof shall be grounds for any discipline or discrimination with respect to the professional employment of such teacher.

### SECTION 4: CONTROVERSIAL TOPICS

A certificated employee must be free to think and to express ideas, free from undue pressure of authority and free to act within his professional group. Such freedom must not be restricted except as it conflicts with the basic responsibility to utilize the current District-authorized courses of study and to follow established District policies relating to review and presentation of controversial issues.

The principle of academic freedom for certificated employees shall not supersede the basic responsibilities of the employee to the educational profession. These responsibilities include:

- A. a commitment to support the Constitution of the United States;
- B. a concern for the welfare, growth and development of children; and
- C. an insistence upon objective scholarship.

Free interchange of ideas leading to clearer understandings at the maturity level of pupils must be expected as part of effective teaching so long as it is within the scope of the course curriculum. Any challenge of members of the certificated staff relative to the use of educational materials on the basis of suitability, upon their presentation of ideas involving morality or patriotism, or upon their literary merit shall be resolved through utilizing established administrative channels.

### SECTION 5: DUE PROCESS

- A. Any complaint made against an employee or person for whom the employee is administratively responsible by any parent, student or other person, will be called to the attention of the employee in writing within five (5) working days. The specific grounds

forming the basis of a complaint will be made available to the employee in writing, prior to any meeting called for the purpose of obtaining information about the complaint. The written notification shall also include notification to the right to union representation.

- B. An employee shall be entitled to have present a representative of the Association during any meeting which might reasonably be expected to lead to disciplinary action. When a request for such representation is made, no action shall be taken with respect to the employee until such representative of the Association is present. Unavailability of the union representative shall not allow the meeting to be extended more than five (5) working days. Further, in the event a disciplinary action is to be taken, the employee shall be advised of the right to representation under this provision of the Agreement.

Discipline may include in this order: written reprimand(s), suspension, or dismissal. Verbal warnings, letters of direction, counseling sessions, administrative leave with pay and training shall not be considered disciplinary. Information placed in administrative working files related to employee performance or discipline shall be purged on the last contracted workday of each year.

Due Process for all employees shall be administered as outlined above and specified in Appendix H: Seven Steps of Just Cause. No employee shall be disciplined without just cause.

The District agrees to follow a policy of progressive discipline and any disciplinary action taken against an employee shall be appropriate to the behavior which precipitates said action. The District may bypass steps of progressive discipline based on the severity of the conduct that constitutes for just cause.

## SECTION 6: GRIEVANCE PROCEDURE

### Definitions

A "**grievant**" shall mean a certificated employee, group of certificated employees or the Association filing a grievance.

A "**grievance**" shall mean a written statement (see Appendix A) by a grievant that a controversy, dispute or disagreement exists involving interpretation or application of the terms of this Agreement. Errors in evaluation and probation procedure may be grieved.

"**Days**" shall mean employee employment days, except as otherwise indicated. If the stipulated time limits are not met, the grievant shall have the right to appeal the grievance to the next level. If the grievant fails to appeal the grievance to the next step within the prescribed time limit, the grievance will be deemed waived.

### Procedures

Every effort shall be made to resolve grievances or potential grievances through free and informal communications between the grievant and the immediate administrative supervisor. However, if such informal processes fail to provide an acceptable adjustment of the grievance, then the grievance shall be processed as described below.



Grievances filed in the name of the Association shall be initiated at Step 1 of this grievance procedure as set forth below. All certificated employees shall have the right to Association representation at each step of the grievance procedure. If an aggrieved party is not represented by the Association, the Association shall have the right to be present and to state its views at all stages of the grievance procedure.

Step One. Within thirty (30) days following knowledge of the act or condition which is the basis of the grievance, the grievant shall file a written grievance with the immediate supervisor or superintendent. The immediate supervisor or superintendent shall meet within five (5) days following receipt of the grievance and attempt a mutual satisfactory resolution of the grievance. If a satisfactory resolution is reached at the meeting, it shall be reduced to writing and signed by the involved parties. If no satisfactory agreement is reached, the supervisor or superintendent shall respond in writing to the grievant within five (5) days of the meeting. The response shall include the reasons upon which the decision was based. Upon receipt of the written response the grievant may within five (5) days appeal to Step 2.

Step 2. Within ten (10) days following receipt of the grievance by the Board, the grievant shall meet with the Board. If a satisfactory resolution is reached at the grievance meeting, it shall be reduced to writing and signed by the involved parties. If no satisfactory agreement is reached, the Board shall respond in writing to the grievant within five (5) days. The response shall include the reasons upon which the decision was based. The grievant may, within ten (10) days of the meeting, request in writing, that the Association submit his/her grievance to arbitration.

The Association may, after written notice to the Board, within ten ( 10) days after receipt of the request of the aggrieved person, submit the grievance to binding arbitration.

Step 3. If the grievance is not resolved at Step 2, the Association, at its sole discretion, may advance any grievance to final and binding arbitration within five (5) school days of receipt of the Step 2 response. The arbitrator shall be selected from a list provided by the Federal Mediation & Conciliation Service or the American Arbitration Association. The parties shall separately rank and strike the names of arbitrators on the list and return their list to the appropriate agency for final arbitrator selection. Hearings shall be conducted in accordance with the rules of the agency that was selected.

#### Arbitration Costs

Each party shall bear its own costs of arbitration except that the fees and charges of the arbitrator shall be shared equally by the parties.

#### Jurisdiction of the Arbitrator

The arbitrator shall have no power to alter, add to, or subtract from the terms of this Agreement. The arbitrator shall decide upon all substantive and procedural arbitrability issues. Upon request of either party, the merits of a grievance and the substantive and procedural arbitrability issues

arising in connection with the grievance shall be consolidated for hearing before an arbitrator. Certificated employees who are non-renewed or discharged may pursue any challenge through the grievance procedure or through statutory hearing, but not both.

#### Freedom From Reprisals

No reprisal shall be invoked against any employee for processing a grievance or participating in any way in a grievance procedure.

#### Time Limits

The time limits provided in this Article shall be strictly observed unless extended by written agreement of the parties. In the event a grievance is filed after May 15 of any year, the Board shall use its best efforts to process such grievance prior to the end of the school term or as soon thereafter as possible. Failure of the Association to proceed with its grievance within the times herein before provided shall result in the dismissal of the grievance. Failure of the Board or its representatives to take the required action within the times provided shall entitle the Association to proceed to the next step on the grievance procedure.

All hearings or conferences pursuant to this grievance procedure shall be scheduled at a time and place which will afford a reasonable opportunity for all parties entitled to attend to be present, including any and all witnesses. Every effort will be made to avoid disruption of the operation of the District.

#### Individual Complaints

In accordance with law, any teacher may at any time present his/her grievance to the District and have the grievance adjusted without the intervention of the Association, as long as the Association has been given an opportunity to be present at the adjustment and to make its views known and as long as the adjustment is not inconsistent with the terms of the Agreement.

#### Continuity of Grievance

Notwithstanding the expiration of this Agreement, any claim or grievance arising hereunder may be processed through the grievance procedure until resolution.

#### SECTION 7: PERSONNEL FILES

Teachers shall upon request, have the right during working hours to inspect all contents of their complete personnel file kept within the District. Any such review of the file will be in the presence of a District administrator or designee. Upon request, a copy of any documents contained therein shall be afforded the employee at his/her expense. No secret, duplicate, alternate or other personnel file shall be kept anywhere in the District. No derogatory material shall be placed in the personnel file without the employee having the right to attach his/her own written comments. The employee shall sign any such written statement.

Any derogatory material not presented to an employee within five (5) working days of that employee's availability after receipt or composition shall not be allowed as evidence in any grievance or in any disciplinary action against such employee.

Upon request, derogatory materials shall be removed from the employee's personnel file three (3) years from the date of the circumstances or event that precipitated the placement of the material, provided there has been no reoccurrence of similar misconduct or unless such request is contrary to current law.

Anyone, at the employee's request, may be present in the review of the employee's file. Each employee's file shall contain the following minimal items of information: all employees' evaluation reports, copies of annual contracts, teaching certificate, and a transcript of academic records.

## SECTION 8: EVALUATION AND PROBATION PROCEDURE

Any new teacher to the district who has not had training on the current Danielson growth rubric, will receive training at least two weeks prior to their first observation. Forms and procedures shall be bargained prior to being used.

Forms for evaluation will be those recommended by OSPI to include the 2022 Danielson Framework for Teaching, Final Revised Student Growth Goals and the 2022 Focused Evaluation forms (Criterion 1-8).

1. All classroom teacher employees must be evaluated under the Comprehensive Evaluation process at least once every six (6) years.

The overall rating from the Comprehensive Evaluation shall be used for the following five years of Focused Evaluation.

2. Authority: All employee evaluation shall be conducted in accordance with RCW 28A.405.100, RCW 28A.405.110, RCW 28A.405.120, RCW 28A.405.130, RCW 28A.405.140, RCW 28A.405.150, and WAC 392-191A.

### 3. Definitions

- a) The term **observation report** shall mean a written report of the observation, the form for which is attached and made part of this agreement in appendix J.
- b) The term **evaluation** shall mean a summary of employee professional performance capabilities in the categories listed below;

Classroom teacher criterion (Danielson):

- Criterion 1: Centering Instruction on High Expectations for Student Achievement;
- Criterion 2: Demonstrating Effective Teaching Practices;

- Criterion 3: Recognizing Individual Student Learning Needs and Developing Strategies to Address Those Needs;
- Criterion 4: Providing Clear and Intentional Focus on Subject Matter Content and Curriculum;
- Criterion 5: Fostering and Managing a Safe, Positive Learning Environment;
- Criterion 6: Using Multiple Student Data Elements to Modify Instruction and Improve Student Learning;
- Criterion 7: Communicating and Collaborating with Parents and the School Community; and
- Criterion 8: Exhibiting Collective and Collegial Practices Focused on Improving Instructional Practices and Student Learning.

c) The term evaluator or observer shall mean the building principal of the employee being evaluated, or other designee as determined by the superintendent.

d) Evaluators shall be trained in the Danielson Framework prior to conducting evaluation.

e) No employee shall be evaluated by an evaluator with less than a Proficient Rating.

f) Prior to being evaluated under the Danielson Framework, each teacher shall receive Adequate professional development to comprehend the framework and understand the Evaluation process.

g) Criteria shall mean one of the eight (8) state defined categories to be scored.

h) Component shall mean the sub-section of each criterion.

i) Artifacts shall mean any products generated, developed or used by a certificated teacher. Artifacts should not be created specifically for the evaluation system. Additionally, tools or forms used in the evaluation process may be considered as artifacts.

j) Evidence shall mean examples of observable practices of the teacher's ability and skill in relation to the instructional framework rubric. Evidence collection is not intended to mirror a Pro-Teach, Pro-Cert, nor a National Board portfolio but rather is a sampling of data to inform the decision about level of performance. It should be gathered from the normal course of employment. Employees may submit additional evidence which shall be incorporated into the final evaluation if there was insufficient evidence collected by the evaluator. Student, parent or other teacher input shall not be allowed.

k) Not Satisfactory shall mean: Level 1 Unsatisfactory; Level 2 Basic, if the classroom teacher is on a continuing contract with more than five years of teaching experience, and if the level 2 has been received two years in a row or two years within a consecutive three-year period, the teacher is not considered performing at a satisfactory level.

l) Student Growth Data shall mean the change in student achievement between two points in time, as determined by the teacher. Assessments used to demonstrate growth must originate at the classroom level and be initiated by the classroom teacher.

4. Purpose: The purpose of evaluation of certificated classroom teacher shall be at a minimum:

- a) To identify in consultation with the employee, particular areas in which their professional performance is proficient or distinguished and particular areas in which the employee could improve his or her performance.

- b) To assist employees who have identified areas needing improvement in making those improvements.
- c) To identify employees whose professional performance is not satisfactory and for whom assistance is needed.
- d) An evaluation system must be meaningful, helpful, and objective; encourage improvement in teaching skills, techniques, and abilities by identifying areas needing improvement; provide a mechanism to make meaningful distinction among teachers and to acknowledge, recognize and encourage superior teaching performance; must encourage respect in the evaluation process by the persons conducting the evaluation and the persons subject to the evaluation by recognizing the importance of objective standards and minimizing subjectivity.
- e) Within the selected instructional framework, the teacher will be allowed to exercise their professional judgment and will be evaluated on their own practice, skills, and knowledge.

5. Criterion Performance Scoring: Evaluator and teacher shall discuss rationale for the final criterion score. If agreement is not reached the following shall be used to establish an overall score.

- a. When there is more than one (1) component, if a 4-Distinguished is scored, the overall criterion score cannot be lower than 2-Basic.
- b. Each rating shall be assigned in the following numeric values:
  - Unsatisfactory = 1
  - Basic = 2
  - Proficient = 3
  - Distinguished = 4

6. Summative Performance Rating: A classroom teacher shall receive a summative performance rating for each of the eight (8) state evaluation criteria. The overall summative score is determined by totaling the eight (8) criterion - level scores as follows:

- 8-14 shall be Unsatisfactory
- 15-21 shall be Basic
- 22-28 shall be Proficient
- 28-32 shall be Distinguished

7. Student Growth Criterion Score:

- a) Embedded in the instructional framework are five (5) components designated as student growth components; SG 3.1, SG 3.2, SG 6.1, SG 6.2, and SG 8.1. Evaluators add up the raw score on these components and the employee is given a score of low, average, or high based on the scores below.
  - 5-12 Low
  - 13-17 Average

- 18-20 High

- b) Student growth data will be taken from multiple sources, and measured between two points of time within the same year, and must be appropriate and relevant to the teacher's assignment. It will be developed from teacher initiated formal and informal assessment of student progress. Student achievement that is not calibrated to show growth between two points in time shall not be used to calculate a teacher's student growth criteria score.

If a teacher receives a 4-Distinguished summative score and a Low student growth score, they must automatically be moved to the 3-Proficient level for their summative score. If a teacher a Low student growth score on the summative evaluation, the teacher shall select one of the following:

- Triangulate student growth measures with other evidence (including observation, artifacts, and student evidence) and additional levels of student growth based on classroom, school, district and state-based tools.
- Examine extenuating circumstances possibly including: goal setting process/expectations, student attendance, and curriculum/assessment alignment.
- Schedule monthly conferences with evaluators to discuss/revise goals, progress toward meeting goals, and best practices.
- Create and implement a professional development plan to address student growth areas.

8. Initiating the Evaluation Process: Within the first fifteen (15) days of the school year teachers will be notified of their evaluator, their evaluation process and provided with the documents associated to their evaluation process. All classroom teachers will be required to minimally complete one (1) goal based on the evaluation criteria. The KSD Instructional Goal(s) Worksheet (Appendix F) will be turned in or emailed to the evaluator by October 1. All classroom teachers must complete the KSD Student Growth Goal(s) Worksheet (Appendix G) and it must be turned in or emailed to the evaluator by October 1.

#### 9. Provisional Employees:

A. Observations: Provisional employees shall be observed at least twice for each evaluation. Each observation shall be no less than thirty (30) minutes in length. Observations will be scheduled at reasonable intervals to enable the employee time to incorporate evaluator suggestions for improvement. In no case shall observations occur more frequently than within an interval of six weeks.

B. Evaluations: Provisional employees shall be observed no less than two (2) times for the first two (2) years of employment and three (3) times per year for the duration of their provisional status. New employees shall be observed during the first ninety (90) calendar days of the contract year. The second and third observation, for third year provisional employees not granted continuing contract status after the second year, shall be completed no later than May 1. A completed evaluation shall mean that a final meeting has been held and the principal and employee have signed off on a final copy of the evaluation.

i. A second year Provisional teacher who receives a summative rating of 3 -Proficient or 4-Distinguished may be granted continuing contract status for the subsequent school year.

ii. Before non-renewing a first (or applicable second or third ) year provisional teacher, the evaluator shall have made good faith efforts beyond the minimum requirements of the evaluation process to assist the teacher in making satisfactory progress toward remediating deficiencies. The efforts shall include:

- An evaluation conducted in accordance with each provision of Section B below,
- Written notice to the Association and teacher prior to March 1, or thirty (30)

calendar days after the teacher began work, whichever is later;

c. A specific and reasonable program designed to assist the teacher in making satisfactory progress in improving his/her performance, including a plan with benchmarks defining desired performance and indicating it has been achieved.

d. A description of the assistance and services the District will provide to the teacher to improve his/her performance;

e. Periodic reports to inform the teacher of the evaluator's judgment on the teacher's progress toward remediating deficiencies.

10. Non-renewal: the non-renewal of provisional employees shall be handled as outlined in RCW 28A.405.220.

11. Comprehensive Process of Evaluation:

A. Qualifications: Comprehensive process employees shall mean those employees who are not provisional employees, who are not on probation, and who do not qualify for Focused form of evaluation.

B. Evaluation: Employees involved in the comprehensive process of evaluation shall be evaluated at least one time each year. Evaluations shall be completed no later than May 15th. A completed evaluation shall mean that a final meeting has been held and the evaluator and employee have signed off on a final copy of the evaluation.

C. Observations: Employees involved in the comprehensive process of evaluation shall be observed no less than two (2) times for the purpose of evaluation. One of the observations shall follow the formal process (which means a pre conference and a scheduled time). The first observation shall occur prior to December 1. The second observation may either be formal or informal (which means drop in). Each observation shall be no less than thirty (30) minutes in length.

D. The evaluator will document all formal observations using the observation form Appendix J, and provide copies to the employee within three (3) days and hold a post observation conference within five (5) days.

12. Focused Process of Evaluation:

- A. In the years when a comprehensive evaluation is not required, classroom teachers who received a comprehensive final evaluation performance rating of level 3 or above in the previous school year are required to complete a Focused evaluation.
- B. One (1) of the eight (8) evaluation criteria must be assessed in a focused evaluation.
- C. The evaluation must include an assessment of the criterion using the instructional framework rubrics and the applicable OSPI approved student growth rubric(s). Classroom teachers on focused will be required to complete one (1) student growth goal based on the one(1) criterion they have selected to be evaluated on. If criterion 3,6,or 8 is selected, the classroom teacher shall use the student growth rubrics associated with the selected criterion. If criterion 1,2,4,5 or 7 is selected, the teacher shall use criterion 3 or 6 student growth rubrics.
- D. A group of classroom teachers may focus on the same evaluation criterion and share professional growth activities.
- E. A summative score is assigned to the focused evaluation using the summative score from the most recent comprehensive evaluation. This score becomes the focus evaluation score for any of the subsequent years following the comprehensive evaluation in which the certificated classroom teacher is placed on a focused evaluation. Should a classroom teacher provide evidence of exemplary practice on the chosen focused criterion, a level 4 (Distinguished) score may be awarded by the evaluator.
- F. A classroom teacher may be transferred from a focused to a comprehensive evaluation at the request of the classroom teacher or at the direction of the classroom teacher's evaluator upon completion of at least one (1) formal observation any time after October 15<sup>th</sup> if there are ongoing concerns as addressed in the final evaluation from May 15<sup>th</sup> of the previous academic year.

A request or decision to transfer a classroom teacher from a focused to a comprehensive evaluation must be communicated, in writing, between the evaluator and the classroom teacher on or before December 15<sup>th</sup>. The classroom teacher moved from focused to comprehensive shall have a conference with the evaluator to discuss the reasons for the change and the steps the classroom teacher can take to address the deficiencies on which the determination is based.

13. General Requirements

- A. Eavesdropping Bar: Observations must be conducted with the knowledge of the employee. Electronic observations, to include digital devices, including speaker systems, are prohibited.



- B. Black Out Dates: To ensure quality observations without external distractions, observations will not be conducted on days when students are not engaged in a full academic schedule, or three days on either side of holiday breaks.
- C. Site: Observations shall be conducted at the employee's normal work setting.
- D. Signature: The written observation report shall be signed by the employee and evaluator. The employee's signature may not indicate agreement with its content.
- E. Copy and Response: A copy of the evaluation shall be given to the employee. The employee may submit written comments concerning the report which shall be attached to the report in the file. Written comments must be filed within ten (10) days after the employee receives the evaluation.
- F. Prior Notification: Any item on the Evaluation Form that is marked with an "Unsatisfactory or Basic" must have been preceded by a written statement to or formal conference with the employee in order to provide notice of the problem, specific suggestions for improvement and reasonable time and opportunity for improvement.

#### 14. Pre-Observation:

The first of two observations shall be pre-scheduled, and the Pre-planned Observation Form (Appendix B), shall be filled out by the employee and given to his/her observer two (2) days prior to the scheduled observation. The purpose of the form shall be to inform the observer of the objectives, methods, materials, and any special considerations that the employee believes may be a factor in the class, physical setting or lesson to be observed. The first observation shall occur prior to December 1, with the final occurring no later than May 15.

#### 15. Probation:

- a. Notice: In the event that a non-provisional employee's non-provisional work is judged unsatisfactory based upon the evaluation criteria and procedure, consistent with the Comprehensive Evaluation Procedure, the employee shall be notified in writing of the specific areas of deficiency along with a suggested, specific, and reasonable program of improvement at any time after October 15<sup>th</sup>, but prior to February 10<sup>th</sup> of the academic year. The written notice shall advise the employee of the establishment of a probationary period lasting for a minimum of sixty (60) school days, ending not later than May 15<sup>th</sup>. The notice shall be signed by the Superintendent.
- b. Purpose: The purpose of the probationary period is to give the employee an opportunity to demonstrate improvements in his or her areas of deficiency.
- c. Regular Meetings: During the probationary period, the evaluator shall meet with the employee twice monthly to supervise and make written evaluations of the progress made by the employee.

- d. An employee will be judged unsatisfactory if his/her comprehensive evaluation score results in an unsatisfactory rating or if the continuing contract employee is rated basic for 2 consecutive years or for 2 out of three consecutive years.
- e. The probationary period may be extended through the following school year for probationers with five or more years of teaching experience and a final summative rating as of May 15<sup>th</sup> of less than level 2.
- f. The evaluator will meet with the employee and their Association representative and develop a specific and reasonable plan for improvement. Such a plan will identify areas of deficiency identified from the instructional framework.
- g. Additional Assistance: The employee may request an additional evaluator assigned by the ESD.
- h. Outside Expert: The Association reserves the right to assign an independent evaluator to assist and assess a probationer's progress.
- i. Removal: The employee may be removed from probation at any time he or she has demonstrated improvement to the satisfaction of the evaluator. If a continuing contract employee with less than 5 years of experience scores as Basic or above or if a continuing contract employee with greater than 5 years of experience scores as Proficient the employee shall be removed from probation. If the evaluator is satisfied that the employee should be removed from probation, the employee shall be notified in writing no later than May 15.
- j. Failure To Improve: Any employee failing to demonstrate improvement during the probationary period will be subject to nonrenewal. In addition, when a continuing contract teacher with more than five (5) years of experience receives a comprehensive summative evaluation rating below 2-Basic for two (2) consecutive years, the District shall, within ten (10) day of the completion of the Final Evaluation Conference or May 15<sup>th</sup> implement the teacher notification of non-renewal (discharge) as provided in RCW 28A.405.300.
- k. The teacher who is at any time, issued a written notice of probable cause for non-renewal or discharge by the Superintendent pursuant to this Article shall have ten (10) days following receipt of said notice to file any notice of appeal as provided by statute.
- l. Adverse Effect: Probation shall not be deemed to adversely affect the contract status within the meaning of RCW 28A.405.300.
- m. Employees assigned to work outside of their endorsed areas will not be subject to non renewal or probation during the period of work outside their endorsements.
- n. Procedural errors do not invalidate the probation unless the error materially affects the plan of improvement or ability to evaluate the probationer's performance.

## 16. Record-Keeping

A. The District shall adhere to the following: A copy of the final framework rubric, teacher's written comments, if applicable, and forms shall be included in the teacher's personnel file.

## SECTION 9: ASSIGNMENT, TRANSFER AND VACANCIES

In the assigning of certificated employees, the District shall make a reasonable effort to assign employees within their major or minor fields of study, specialty areas and/or areas of previous experience, unless certificated teachers for the area of instruction are not available, Under RCW 28A.150.230, the Board maintains the right to assign and transfer personnel of the district to meet the educational programs and needs of the district. Employees shall be notified in writing by May 15<sup>th</sup> of any major changes in their program and schedules for the ensuing school year. Due to an emergency, if the District later becomes aware of a necessary change, the notice shall be made as soon as possible.

In the determination of assignments and transfers, the work of the employee shall be considered to the extent these considerations do not conflict with the educational program. As to employees who desire a transfer or reassignment, the following procedure shall be used:

Vacancies or newly created positions shall not be filled until the closing date on the job announcement (see Appendix C).

- A. The employee shall complete a request form within five (5) days after a vacancy has been posted. Vacancies and newly created positions shall be posted in-district for a minimum of five (5) days. Current staff who are qualified based on the qualifications contained in the job posting and past performance and evaluation may be awarded the position. If two or more qualified staff apply for a posted position, the more senior staff in the district may be awarded the position.
- B. Employment for any new employee for a specific position shall not be made until all those employees who have made a request for transfer or reassignment have been given consideration by the Superintendent. Consideration shall include a thorough review of the employee's academic training, teaching experience and certification.
- C. Prior to the beginning of the school year, the Superintendent shall notify in writing or by personal conference, each employee whose request for transfer or reassignment to a vacancy was not granted and the reasons(s) for not granting the request.

To ensure that employees are given priority consideration in filling any vacancies or newly created positions which occur at any time within the District, the following procedures shall be used:

1. All initial vacancies and new positions shall be publicized to the staff and Association through a written notice which shall be distributed to the Association President. If a

vacancy is filled by an intra-district reassignment any vacancy occurring as a consequence may be filled from the file of requests specified in this Section.

2. Said notice of vacancy or new position shall clearly set forth the qualifications for the position and the procedure for applying.
3. All vacancies or new positions shall be filled on the basis of the employee's qualifications as related to the written job announcement.
4. The District shall give priority consideration to present employees before out-of-district hiring occurs.
5. An involuntary transfer occurs when the major portion of a current employee's assignment is changed without the employee requesting or applying for the change. In making this assignment, the District will consider the qualifications and experience of the current staff, and how to best serve the educational program needs. In the event of an involuntary transfer which involves a change in rooms, the employee shall be paid the equivalent of (1) day's pay preparations and any moving of materials or work location that is necessary.

## SECTION 10: CONTRACTS, WORKDAY AND PAYMENT

### Individual Employee's Contract

The District shall provide each employee a contract in conformity with Washington State Law, the negotiated salary schedule which is part of this agreement, and other terms and conditions of this Agreement. Individual employee contracts shall be identified as Provisional, Continuing or Leave Replacement based on employee status.

### Release from Contract

Any employee under contract shall be released from the obligation of the contract upon request under the following conditions:

- A. A letter of resignation must be submitted to the Superintendent's office.
- B. A release from contract for the following school year shall be granted provided a letter of resignation is submitted prior to July 1.
- C. A release from contract for the following school year shall be granted after July 1 provided a satisfactory replacement can be obtained.
- D. A release from contract shall be granted in case of illness, or other personal matter which shall make it impossible for the employee to continue in the District.

### Length of Contract

The length of the regular employee contract shall be one hundred eighty days (180). All changes, either addition or reduction of days, shall be paid according to the negotiated salary schedule contained within this agreement. The District shall provide additional extra days as follows:

1. **Annual Day:** Prior to the first student day, there will be a mandatory, District-directed in-service day to all employees. Two and a half (2.5) hours will be allowed for individual employee preparation on this day.
2. **Professional Day:** One normal/regular day at individual per diem shall be available to each employee upon the approval of the superintendent. This day may be taken in one-hour increments; however, the district reserves the right to pay as one full day when all hours have been documented and submitted to the District. This day may be used for individual and/or group work related to improved student learning. This day may also be used for attending in-service, workshops, college classes, and clock hour offerings. This day shall occur before or after the contract year, on weekends during the contract year, or outside of the regular student day.
3. **State Professional Learning Days:** Three In-Service days funded by the state beginning in shall be scheduled as part of the district calendar. These days will be mandatory, District-directed days and will conform to the guidelines in RCW 28A.415.430. The equivalent of one day of time will be devoted to social-emotional learning, trauma-informed practices, response to emotional or behavioral distress, consideration of adverse childhood experiences, mental health literacy, anti-bullying strategies, or culturally sustaining practices.
4. All supplemental days in this section will be paid at the employee's per diem rate. The per diem rate shall be computed by taking the employee's base salary rate of pay and dividing by 180.
5. Extra days worked, except for the personal professional day above, shall be paid in twelve(12) payments via supplemental contract with the employee. The Personal Professional Day will be paid in the month following completion of the hours.

### Length of Contract Day

Employees shall begin their workday thirty (30) minutes before the student's school day begins and shall continue until thirty (30) minutes after the student's school day ends. The total length of the workday shall not exceed seven hours and thirty minutes (7.5 hours) which shall include a continuous thirty (30) minute duty-free lunch period. Employees teaching in the elementary school shall be provided two (2) twenty (20) minute relief periods each day, one (1) relief period at mid-morning and one (1) at mid-afternoon. Employees will be released with the students on Fridays and early release days.

If there is a need to hold a faculty meeting, said meetings shall not occur more than once per month, per building (elementary and secondary). Said meetings shall be held prior to the beginning of the student day. Agenda for the meeting will be communicated to the staff prior to

the meeting. Staff will be responsible for obtaining and being aware of materials communicated electronically.

#### Part-Time Teaching Contracts

When teachers are hired for less than the full, regular teaching load, the following conditions will apply:

- A. The salary shall be determined by placing the person on the salary schedule to establish what the full-time rate would be. This rate will be multiplied by multiplying a fraction made up of the periods actually taught over the total teaching period/day. This computation shall be the annual salary of the part-time assignment. Full time certificated employees who have teaching responsibilities as part of their duties will receive a standard planning period. Part time teachers will be provided preparatory time in proportion to their FTE. Additionally, part time teachers who teach one or more classes will have those classes in a contiguous block, with their proportional planning time before or after classes. All references to prep time elsewhere in the contract is understood to mean "prep time proportional to their FTE".
- B. All part-time teachers shall attend faculty meetings and, except for time on the job, have the same duties and responsibilities in relation to their assignments as do full-time teachers.

#### Payment

In accordance with state law, all employees shall be paid in twelve (12) monthly installments. Each check shall contain one-twelfth (1/12) of the contract salary.

Payroll checks shall be distributed to each employee or through direct deposit, as designated by the employee. If an employee is absent on payday, the payroll check will be held unless special arrangements are made by the employee with the District.

#### Non-Instructional Duties

Non-instructional duties shall mean any duties assigned by the District which are outside the contract and not covered by the Extra-Curricular and Stipends portion of this contract. The parties agree that such duties shall be fairly and equitably assigned. The administration shall rotate such duties on an equitable basis by setting up a duty roster. Teachers who volunteer to do non Instructional duties which are outside the contract shall be paid and the individual's per-diem wage for actual time worked. Teacher preferences as to duty and dates shall be considered insofar as they do not conflict with a fair and equitable sharing of the non-instructional duty load.

#### Teacher Facilities

The District shall have the following facilities and equipment for use by teachers in the District.

- A. Space in each classroom to safely store instructional materials and supplies.
- B. A work area containing equipment and supplies to aid in the preparation of instructional materials.
- C. The use of a school telephone.

## SECTION 11: SALARIES AND STIPENDS

Certificated employees will be paid according to the negotiated salary schedule contained within this agreement for the duration of the contract.

- A. All certificated employees shall be paid in accordance with the salary schedule and the terms of this Agreement.
- B. All certificated employees shall provide proof of certification for the position for which they are hired.
- C. Initial placement on the salary schedule shall be based upon full credit for all previous teaching experience within the limitations of the salary schedule.
- D. Advancement for purposes of step increases shall take effect September 1.
- E. Lane advancement shall be based on credits/degrees earned from an accredited institution. Clock hours for purposes of lane advancement shall be calculated as ten clock hours being equal to one credit. Employees shall have until October 15 to provide transcripts and proof of credits/clock hours for lane advancement. Pay increases related to lane advancement shall be retroactive to September 1.
- F. The rate of increase to the state basic education salary allocation in excess of \$72,728.00, or the previous year's funded amount in subsequent years, per FTE, shall be applied to the salary schedule.

The increase to the salary schedule from the previous year shall be as follows:

2025-2026: Two and seventy-five hundredths (2.75%) percent increase to the salary schedule; or the amount funded by the state for salary increase, whichever is greater.

2026-2027: IPD; plus an additional \$25 dollars per month shall be contributed to each employee's VEBA account.

2027-2028: IPD; plus an additional \$25 dollars per month shall be contributed to each employee's VEBA account.

The current contribution of \$100 per month to each employee's VEBA account will continue.

Substitutes will be at the district established rate for days 1-30 in any twelve-month period and shall be compensated at this same rate for each day of service performed beyond the thirtieth day in said twelve-month period (District fiscal year, September 1-August 31).

Substitute teachers who have served for 20 full consecutive working days in the same assignment shall, from the 21<sup>st</sup> full day of service through the end of that assignment, be paid according to their placement on the regular salary schedule of certificated staff in accordance with Article III, Section 2.

- G. Continuing Education: In order to help defray the cost of continuing education, the District will reimburse the teacher for class(es) taken under the following guidelines:

1. The rate shall be one hundred twenty-five dollars (\$125.00) per quarter hour up to a maximum of six (6), or two hundred dollars (\$200.00) per semester hour up to a maximum of four (4) per school year (September to September). Clock hours must be offered through an accredited institution.
  2. A teacher wishing to receive reimbursement must complete the district approved form and submit for pre-authorization to the superintendent.
  3. Courses qualifying for reimbursement must help the teacher improve his/her:
    - a) teaching techniques or
    - b) knowledge of subject matter, and be
    - c) directly beneficial to student achievement in the District, and/or
    - d) acquire an additional endorsement with prior Board approval.
  4. The District shall reimburse the teacher upon receiving a transcript from the school attended. This payment will be made in October unless otherwise arranged.
  5. A class taken fall quarter would not require the teacher to reimburse the District if they did not teach at Kahlotus the following year.
  6. A class taken either winter, spring or summer quarter would require the teacher to continue teaching at Kahlotus the following year or reimburse the District.
- H. The district agrees to pay new teachers to the district a \$1,000 signing bonus, following the successful-completion of the first contractual year of employment. In the second year, an additional \$1,000 shall be paid following successful completion of the second contractual year of employment.
- I. Co-Curricular Stipends:  
Co-curricular duties and stipends shall be advertised to certificated employees of the District. Qualified employees shall have first opportunity. All certificated applicants shall turn in a letter of application for the position which will include prior experience, knowledge and reason for applying for the position. Those employees who receive co-curricular assignments for the ensuing school year shall be notified by the end of the current school year, if possible. If no certificated staff apply or no qualified certificated staff apply, then all unfilled co-curricular positions will be opened to any non-certificated and/or outside applicant.
- Evaluations will be completed for all advisor positions annually (see Appendix I).
- J. Special Education Support  
Special Education staff responsible for writing IEP's shall be given one additional prep time to work on IEPs/SDI.

Specially designed instruction (SDI) shall be created and supervised by the qualified special education teacher.



## SECTION 12: INSURANCE BENEFITS

The District shall pay the full state funded amount per employee towards insurance benefits for each member of the bargaining unit.

The District agrees to provide the insurance plans, follow employee eligibility rules, and provide funding for all bargaining unit members and their dependents as required by State law, the State Operating Budget, and the School Employee's Benefits' Board (SEBB). Inclusive of employer funding will be payment for the retiree carve out for all eligible employees.

The district agrees to follow SEBB eligibility rules for employees who are anticipated to work 630 hours or more per school year.

Default Plan: Employees who fail to enroll within fifteen (15) days of becoming eligible for benefits shall be enrolled in the SEBB identified plan as a default.

Providers: shall be those companies contracted to provide services through SEBB. Coverage will include:

- Medical
- Dental
- Vision
- Basic life/accidental death
- Long term disability

The district shall pay the premium costs associated with Life Flight for each employee and family member(s).

## SECTION 13: TAX-SHELTERED ANNUITIES

Certificated employees may participate in tax-sheltered annuity programs approved by the Association and the Board.

## SECTION 14: LEAVES

Whenever a teacher is absent for any reason, they must notify the building secretary as far in advance as possible. In the event of the absence of a regular classroom teacher, a substitute will be hired whenever possible. All absences not covered by this Agreement shall be deducted from the teacher's salary at their daily per diem rate.

### A.Sick leave

1. On September 1 of each year, each full-time teacher shall be credited with twelve (12) days paid leave to be used for personal illness, disability, injury emergencies and family illness. Teachers who are less than full-time shall receive a prorated portion of the annual sick leave based upon their percentage of full-time equivalency. Unused sick leave shall accumulate to the maximum allowed by law.

2. Use:

a. Personal Illness, Injury, or Disability

A teacher who is unable to perform duties because of personal illness, injury or disability shall be granted sick leave for the duration of the illness, injury or disability, to the maximum sick leave accumulation available to the teacher.

b. Maternity Leave: The District shall grant sick leave, to include shared leave, for maternity purposes to teachers for pregnancy, birth, disability and to bond and care for a newborn, an adopted child or newly placed foster child. (RCW 41.04.650). During maternity leave, an employee shall be entitled to sick leave pay, and shared leave only for those days of actual disability caused by pregnancy, miscarriage, abortion, childbirth, bonding and recovery therefrom, provided the employee works up to the day a physician indicated as the beginning of the disability.

i. A teacher requesting maternity leave shall notify the district at least four (4) weeks prior to the beginning of the leave, whenever possible. The written notification for maternity leave should include a statement of expected date of return to employment. The teacher and her doctor will determine when the beginning and end of the leave will occur.

ii. If sick leave has been exhausted, then the teacher shall be granted a leave of absence.

iii. The District will place a teacher returning from maternity leave in the position which she was formerly employed.

3. Paternity Leaves: In the event of a birth of a child of the employee's spouse, sick leave shall be allowed for a maximum of three (3) days or as is otherwise provided in family illness leave, whichever is greater.

4. Adoption Leave: In the event of adoption, use of sick leave may include time for court, legal procedures, home study and evaluation, required home visitations by the adoption agent not possible to schedule outside of the regular working hours, and such additional activity as is required to make the immediate inclusion of the adopted child into the employee's household.

5. Family Illness Leave: Family illness leave with pay to the extent of accumulated sick leave will be allowed to each teacher for illness, injury or disability in the immediate family living in the same household as the teacher.

Immediate family is construed to mean the recipient's spouse, child, stepchild, grandchild, grandparent, parent, sibling, or other close relative.

6. Accounting: At the end of each school year, the District shall provide each teacher with an accounting of the total accumulation of sick leave and transactions during that period of time. The monthly update of the teachers' paycheck stub shall continue.

7. Sick Leave Exhaustion: In the event of a long-term illness, serious injury, disability, maternity or family illness and after sick leave benefits have been exhausted, including benefits from Washington State Family Medical Leave, if a teacher elects to use sick leave, the teacher may upon request and upon verification by a physician licensed to prescribe or, in the case of psychological disability, a licensed psychologist, be granted a leave of absence without pay. The leave would be for the remainder of the school year or less, based on the teacher's ability to return to work as determined by a physician licensed to prescribe or, in the case of psychological disability, licensed psychologist. The leave of absence without pay may, at the discretion of the Board, be renewed for one additional, complete school year. Application for leave and application for renewal of a leave of absence for such conditions shall be made in writing to the Superintendent. The District will make every effort to place a teacher returning from leave in a position similar to that previously held.
8. Annual Conversion of Accumulated Sick Leave (Buy-back Option): Teachers may elect to convert excess leave to monetary compensation as provided in this section. In order to convert excess sick leave days to monetary compensation, and employee:
  - a. Shall have accumulated in excess of sixty (60) full days of unused sick leave of the end of the previous calendar year, and
  - b. Shall provide written notification to the District prior to January 31 of the intent to cash-out excess leave.
  - c. The conversation shall be at a rate of twenty-five percent on an employee's current, full time daily rate of compensation for each full day of accumulated sick leave. Partial days of eligible sick leave shall be converted on a pro-rata basis.
9. Death or Retirement Sick Leave Buy-Back Option: At the time of separation from District employment due to retirement) as recognized by the Washington State Teachers' Retirement System, whether or not the employee was a participating member of the system) or death, an employee or their estate shall receive pay for accumulated but unused sick leave up to a maximum of one-hundred-eighty (180) days at a rate equal to one (1) day's per diem pay for each four (4) full days accrued leave for illness or injury.

The monies paid pursuant to this provision shall not be included for the purpose of computing a retirement allowance under any public retirement system in the State, and shall be in accordance with the rules and regulations of the Superintendent of Public Instruction.

**B. Washington State paid Family and Medical Leave Act**

Employees shall be eligible to receive Paid Family Medical leave under the Washington State Family and Medical leave and Insurance Act. To be eligible, employees must have worked a minimum of 820 hours within the previous calendar year. Such leave shall be used consecutively with the employee's other leave entitlements unless the employee elects

otherwise. The district shall pay the full amount of the payroll premium to fund this leave. The district shall use the state insurance as the carrier to ensure ongoing compliance with the law. When such leave is used for pregnancy/maternity disability, the district shall maintain health insurance benefits during the periods of approved leave. Determination of eligibility for such leave is determined by SEBB rules.

C. Emergency Leave

Up to five (5) days of non-cumulative leave may be granted by the Superintendent for emergencies. Emergency is construed to mean any happening or incident that is not within the sphere of influence and/or control of the teacher involved. The happening or incident must be of a serious nature such that preplanning is not possible, or where preplanning could not relieve the necessity for the employee's absence (fire, robbery, natural disaster, potential life-threatening situation, or some sudden unexpected crisis). Non-health care related emergency leave taken under this section shall not be deducted from accumulated sick leave. Health care related emergency leave taken under this section shall be deducted from accumulated sick leave. There is no cash out provision for unused emergency leave.

D. Bereavement Leave

Bereavement leave with pay, not to exceed five (5) days, will be allowed to each teacher for each death in the family. Family is construed to mean the recipient's spouse, child, stepchild, grandchild, grandparent, parent, or sibling

Bereavement leave with pay, not to exceed two (2) days per year, will be allowed for each teacher for the death of an individual who is not blood related, by marriage, or a member of the family. Bereavement leave does not accumulate.

E. Personal Leave

Three (3) days personal leave shall be granted to cover those items where appointments cannot be made outside the school day, e.g., lawyers, contracts, banks, loans, etc.; services not offered in Kahlotus. Employees will be able to roll over one (1) personal day and cash out a maximum of two (2) personal days per year. Notification of the use of personal leave will be submitted in writing, three days prior to its use. Up to two (2) unused personal leave days will be automatically cashed out at the employee's regular rate of pay, unless otherwise requested by employee to rollover one (1) day. Payment shall be made by June 30.

F. Professional Leave

Professional leave without pay may be granted for advanced study for advanced degrees or travel, any of which will enhance the employee's professional growth. Professional leaves may be granted for one semester or one year to those employees who have served a minimum of six (6) years in the District.

An employee on professional leave may continue insurance benefits if the employee pays the full premium costs in accordance with administrative procedure.

An employee returning from professional leave shall be given the same consideration for returning to the position of his last assignment. It shall be assumed that the employee wishes

to return to the position of his last assignment unless notification to the Superintendent is made by May 1 prior to the expiration of his leave. If reassignment is necessary, a conference with the Superintendent shall be held to find an assignment that is mutually agreeable.

The evaluation and recommendation for professional leave shall be determined by the Superintendent and one representative of the Association. Such evaluation and recommendation shall be acted upon by the Board.

G. Court Appearance Leave:

The District shall grant Court Appearance Leave as follows:

1. Jury Duty: Employees who are called to serve on a jury;
2. Subpoenas: Employees who are subpoenaed to testify in court.

Court Appearance Leave is not available when the employee is a plaintiff against the District.

H. Military Leave:

The District shall grant military leave to any employee who is called into **active** duty, extended or temporary, as a member of the Armed Forces of the United States.

## **ARTICLE IV-INSTRUCTION**

### SECTION 1: ORIENTATION OF STAFF

At the annual meeting of all employees prior to the opening of school for students, the president of the Association or a designee shall be given time to address the employees.

### SECTION 2: PREPARATION PERIOD

Secondary employees directly involved in full-time classroom instruction shall have at least a class period of preparation during each instructional school day. Elementary employees shall be guaranteed 250 minutes a week of planning. Said planning must be in fifty (50) minute blocks. Instructional specialist time shall be used in calculating this time. Employees shall not be regularly assigned to cover the absences of other employees. Teachers may be assigned to such duties:

- A. In situations of bona fide emergencies when time does not permit the securing of a regular substitute, or
- B. A substitute is not available.
- C. Employees covering for others during preparation time shall be paid at their individual per diem rate. Employees must have administrative approval before filling in for employees.
- D. Teachers will be given twenty-four (24) hour notice to prepare before a new student is placed in the classroom for new students enrolled in the district. This 24-hour rule will not apply if circumstances make it contrary to law. Newly enrolled students shall be

provided passwords and all necessary instructional materials prior to their first day of instruction.

### SECTION 3: CLASSROOM VISITATION

To provide patrons of the District the opportunity to visit classrooms with the least interruption of the teaching process, the following guidelines are set forth:

- A. All visitors to a school and/or classroom shall obtain the approval of the Principal or administrative assistant, and if the visit is to a classroom, the time will be arranged after the Principal or administrative assistant has conferred with the employee.
- B. The employee and visitor may arrange a conference at a mutually agreeable time before or after the visitation.

### SECTION 4: STUDENT DISCIPLINE

In the maintenance of a sound learning environment the District shall expect acceptable behavior on the part of all students who attend schools in the District. Discipline shall be enforced fairly and consistently. The Board and administration shall support and uphold teachers in their efforts to maintain discipline in the District and shall give timely response to all teacher requests regarding discipline problems provided the teacher has followed established District policy.

In emergency situations regarding the exercise of authority by a teacher to control and maintain order and discipline, the teachers shall use lawful, reasonable and prudent judgment concerning matters not provided for by specific policies adopted by the Board and not inconsistent with federal and state laws or regulations.

- 1. Prior to the first day of school, all certificated employees shall be informed of the building discipline plan.
- 2. General education teachers assigned a special needs student shall be provided a copy of students Individualized Education Plan (IEP) within two (2) weeks of receiving the student and shall carry out all accommodations, modifications and specially designed instruction specified in the IEP. General education teachers shall participate with the Special education teacher to develop and modify the IEP as required.
- 3. The district shall provide additional resources to teachers who deal with violent or aggressive students. Teachers assigned violent or aggressive students shall be notified two days prior to said student attending class. Additionally, a plan of support shall be developed and provided to the teacher prior to the students first date of attendance.
- 3. **Classroom Exclusions.** Classroom exclusions shall mean the exclusion of a student from a classroom or an activity for behavioral violations, subject to WAC 392-400-330 and 392-400-335, which is not greater than ten (10) minutes so long as the teacher or school personnel has attempted another form of discipline and the student remains under the supervision of school personnel.

A) **Teacher authority.** In accordance with RCW 28A.600.020(2), a teacher may exclude a student from the teacher's classroom or instructional or activity area for behavioral violations of the District's student discipline policy which cause the disruption of the educational process while the student is under the teacher's immediate supervision, subject to the requirements identified in the following subsections of this section.

B) **Other forms of discipline.** The teacher must first attempt one or more other forms of discipline to support the student in meeting behavioral expectations, unless the student's presence poses an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the educational process. "Disruption of the educational process" means the interruption of classwork, the creation of disorder, or the invasion of the rights of a student or group of students. "other forms of discipline" means actions used in response to behavioral violations, other than classroom exclusion, suspension, expulsion, or emergency expulsion, which may involve the use of best practices and strategies included in the state menu for behavior developed under 28A.165.035.

C) Limitations on classroom exclusion.

- a) **Duration of classroom exclusions.** A teacher may exclude, for all or any portion of the balance of the school day or up to two (2) days or until the principal or designee and the teacher have conferred, whichever occurs first; provided, however, in no event without the consent of the teacher shall an excluded student be returned during the balance of the particular class or activity period from which the student was initially excluded. The building principal/designee and the teacher will confer prior to the student returning to the classroom or the principal/ designee will begin suspension procedures in the absence of such conference, including investigation, due process, and parental notification. Only the District may exclude a student from the students' classroom or instructional activity area for longer than the balance of the school day, providing parental notice and due process for suspension, expulsion, or emergency expulsion under state law.
- b. **"Conferred".** For purposes of subsection (a) above, "conferred" shall mean at least a telephone conversation if a face to face meeting is impracticable, provided however that the teacher may elect to require a meeting in person or via video transmission (if necessary), before the student's return, provided the teacher must agree to make her or himself available either during their prep time, or other reasonable time, if necessary for scheduling reasons to avoid undue disruption of the educational process. During said conference, a plan of support shall be developed and enforced.
- c. **Required Notice.**
  - a) Notice to principal/designee. The teacher must report the classroom exclusion including the behavioral violation that led to the classroom exclusion, to the principal or designee as soon as reasonably possible. When a teacher administers a classroom exclusion on the grounds that the student's presence poses an immediate and

continuing danger to other students or school personnel, or an immediate and continuing threat or material and substantial disruption of the educational process the teacher must immediately notify the principal or designee.

- b) Notice to parents. The principal or administrator must notify the students' parents regarding the classroom exclusion as soon as reasonably possible. The notification is in a language the parents understand. In the event the student's parents have not already been notified, who will provide this notice will be discussed when the teacher and principals/designee confer about the incident.
  - d. Assignments and tests. The District and the teacher must provide the student an opportunity to make up any assignments and tests missed during the classroom exclusion.
4. Additional training/resources for exceptional circumstances. The district shall provide additional resources (CPI Training, de-escalation training, additional para support as necessary) to teachers who deal with violent or aggressive students as determined through the application of policy 3143 or by the student's IEP team.

#### SECTION 5: STAFF DEVELOPMENT

Effective staff development is necessary in providing continuing opportunities for employees. To that end, the District from time to time may implement employee development activities.

Staff development activities may include the following areas:

- A. Released time for classroom observation and visitation.
- B. Released time for staff development workshops.
- C. Workshops and classes developed to meet student needs.
- D. Assistance for staff involved in curriculum innovation and change.

The Association may recommend to the District topics for after school courses, workshops, conferences and programs designed to improve the quality of instruction.

#### SECTION 6: CALENDAR

The District and the Association agree that the work calendar shall be bargained as part of the full, open bargain every three (3) years. The calendars for the 2025-2026, 2026-2027 and 2027-2028 school years will be in accordance with the school calendar guideline outlined below. The calendar will be subject to final approval by the school Board of Directors.

School Calendar Guidelines:

- There will be 180 instructional days, or the number of days funded by the state
- The first instructional day will be prior to Labor Day
- There will be no school on the state designated and school holidays (RCW 28A.150.050)
- There will be no school scheduled on the state in-service day in October and March
- The day before winter break and Thanksgiving break shall be a half-day early release



- There will be no school on the Friday prior to President's Weekend, provided, this day will automatically be a make up day for any snow day that occurs before winter break
- Winter vacation will start on or after December 20, and will be 10 weekdays, when feasible
- Spring vacation will be the first week in April, and will be five weekdays, when feasible
- Emergency school closure days will be rescheduled, in consultation with the Association, according to the following options:
  - February snow day (if available)
  - After the last regularly scheduled day in June

## ARTICLE V-DURATION AND SIGNATORY PROVISION

This Agreement shall remain in full force and effect from September 1, 2025 to and including August 31, 2028 inclusive of KEA financial package or other mutually agreed to package.

This Agreement may be reopened for amendment, provided both parties concur, during the life of this Agreement as specified hereinafter. Either party may notify the other party in writing of its desire to negotiate. Supplemental agreements thus completed will be signed by authorized representatives of the Association and Board. Supplemental Agreements thus completed shall be affixed to and become part of this Agreement and subject to all of its provisions.

Either party may upon written notice not less than ninety (90) days nor more than one hundred twenty (120) days before the date of expiration give notice of its intent to negotiate a successor agreement to the other party.

For the duration of the agreement the parties covered by said agreement agree that the employees shall not participate in a strike and the district shall not initiate a lockout.


IN WITNESS WHEREOF, the parties have set their hands and seal this Agreement .

FOR THE BOARD:



Mr. Joe Roach, Chairman

FOR THE ASSOCIATION:



Mrs. Gina Van Hollebeke,  
KEA President

## APPENDIX A

### NOTICE OF GRIEVANCE

Grievant: \_\_\_\_\_

Date of Formal Presentation: \_\_\_\_\_

Date Alleged Grievance Occurred: \_\_\_\_\_

Step Filed: \_\_\_\_\_ 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3

Phone Number: \_\_\_\_\_ School: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Subject Area/ Grade Level: \_\_\_\_\_

Association Representatives: \_\_\_\_\_

GRIEVANCE VIOLATION *(fill in specific contract information)*

STATEMENT OF GRIEVANCE *(Explain how dispute is an alleged violation, misinterpretation, or misapplication of the contract)*

### REMEDY REQUESTED

- 1.
- 2.
- 3.

Signature of Grievant or Association Representative: \_\_\_\_\_

Distribution of forms

Immediate supervisor: Association president UniServ Representative: Grievant Superintendent

Date \_\_\_\_\_

Rec'd by Supervisor \_\_\_\_\_ Date: \_\_\_\_\_

## APPENDIX B



Teacher Evaluation

Teacher \_\_\_\_\_ School \_\_\_\_\_

### PLANNING CONFERENCE

(It is optional as to whether the teacher writes the answers in advance of the conference)

1. To which part of your curriculum does this lesson relate? (SC4-la)
2. How does this learning "fit" in the sequence of learning for this class? (SC4-la, SC4-le)
3. Briefly describe the students In this class, Including those with special needs. (SC3-lb)
4. What are your learning outcomes for this lesson? What do you want the students to understand? (SC4-lc)
5. S. How will you engage the students in learning? What will you do? What will the students do? (SC4-le)
6. Will the students work individually or as a large group? Provide any worksheets or other materials the students will be using. (SC4-le)
7. How will you differentiate instruction for different individuals or groups of students in the class? (SC4-le)
8. What instructional materials or other resources, if any, will you use (SC4-ld)
9. How and when will you know the students have learned what you intend? (SC6-lf)
10. Is there anything that you would like me to specifically observe during the lesson?

## APPENDIX B



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### Teacher Evaluation

#### POST OBSERVATION CONFERENCE

#### Interview Protocol for a Post-Conference (Reflection Conference)

Teacher \_\_\_\_\_ School \_\_\_\_\_

1. In general, how successful was the lesson? Did the students learn what you intended for them to learn? How do you know?
2. If you were able to bring samples of student work, what do those samples reveal about those students' levels of engagement and understanding?
3. Comment on your classroom procedures, student conduct, and your use of physical space. To what extent did these contribute to student learning?
4. Did you depart from your plan? If so, how and why?
5. Comment on different aspects of your instructional delivery (e.g., activities, grouping of students, materials and resources). To what extent were they effective?

6. If you had an opportunity to teach this lesson again to the same group of students, what would you do differently?

## APPENDIX C

### REQUEST FOR TRANSFER OR REASSIGNMENT

Form must be filled out within five (5) days after a vacancy has been posted.

Distribution of forms:

1. Superintendent
2. Association
3. Employee

Name:

Present Position:

School:

Transfer:

I HEREBY REQUEST A TRANSFER TO (include school, grade level and/or subject area):

Signature: \_\_\_\_\_ Date: -----

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### DISPOSITION

Approved: \_\_\_\_\_

Effective Date: \_\_\_\_\_

Disapproved: \_\_\_\_\_

If disapproved, Rationale:

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Superintendent: \_\_\_\_\_ Date: \_\_\_\_\_  
APPENDIX D

### CO-CURRICULAR PAY SCHEDULE

Pay for the following positions shall be computed on Step 0. BA +0 on the state salary schedule for the current year.

Year:	2025-2026	2026-2027	2027-2028
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Base Salary: \_\_\_\_\_

ASB Advisor	7%
Art Club Director	3%
Activities Coordinator	\$5,000
Senior Class Advisor	\$1,000
Junior Class Advisor	\$500
Sophomore Class Advisor	\$500
Freshman Class Advisor	\$500
7th/8th Class Advisor	\$500

FFA Advisor: Thirty (30) additional days at individual per diem rate of pay

FBLA Advisor/Music Director: Fifteen (15) additional days at individual per diem rate of pay

APPENDIX E

TUITION REIMBURSEMENT REQUEST  
FOR  
CONTINUING EDUCATION COURSE

Course Name and Number: \_\_\_\_\_

Date (Beginning): \_\_\_\_\_ Date (Ending): \_\_\_\_\_

Course  
Description: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Credit(s): \_\_\_\_\_ Quarter \_\_\_\_\_ Semester \_\_\_\_\_

How will this course:

- A. Improve teaching techniques or
- B. knowledge of subject matter, and be
- C. directly beneficial to student achievement in the District, and/or
- D. acquire an additional endorsement with prior Board approval

Board Action:

Approved: \_\_\_\_\_

Not Approved: \_\_\_\_\_



If not Approved,

Reason: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ Date: \_\_\_\_\_

Board Chair/Board Representative

APPENDIX F

### KAHLOTUS SCHOOL DISTRICT Instructional Goal Worksheet

Teacher Name:	Evaluator Name:	Date:
Teaching Assignment:	School:	

**Instructions:** You are required to minimally complete one (1) goal based on the evaluation criteria you will be evaluated on. Please use the worksheet below to guide your goal setting.

<b>Criterion # _____</b>
<i>Type description of criterion here</i>
<b>What would success in this goal look like?</b>
<b>How will you know when you have achieved it?</b>
<b>What evidence will you use to monitor your progress?</b>

Describe the resources you will utilize to achieve this goal. Examples include but are not limited to Professional Learning Community, Professional Development, Instructional Specialists, etc.
How will your growth in this area contribute to increased student achievement?

## APPENDIX G

### KAHLOTUS SCHOOL DISTRICT Student Growth Goal(s) Worksheet

Teacher Name: \_\_\_\_\_ School Year: \_\_\_\_\_

<b>STUDENT GROWTH CRITERION 3: Designing Growth Experiences for Subgroups of Students</b> The teacher develops a student growth goal for a group of students within a class who are not yet reaching full learning potential. Recognizing individual student learning needs and developing strategies to address those needs. Emphasis on: <ul style="list-style-type: none"> <li>• Attending to a smaller group of individual students and planning for student growth</li> <li>• Critical attributes that focus on individual's growth and progress (see SGG Rubric)</li> <li>• Monitor progress of each and every student in the identified group</li> </ul>	
<b>Target Group/Sub-Group</b>	What group of students are you targeting?
<b>Knowledge of Students:</b>	How did your knowledge of students inform your growth goal?
<b>Essential Standard:</b>	What learning & content standard(s) are you targeting for this growth goal?
<b>Cognitive &amp; Emotional Engagement:</b>	What invites, supports or develops students' ownership, efforts or attention?
<b>Interval of Instructional Period</b>	What is the length of instructional time covered?

### STUDENT GROWTH CRITERION 3: Designing Growth Experiences for Subgroups of Students

The teacher develops a student growth goal for a group of students within a class who are not yet reaching full learning potential. Recognizing individual student learning needs and developing strategies to address those needs.

Emphasis on:

- Attending to a smaller group of individual students and planning for student growth
- Critical attributes that focus on individual's growth and progress (see SGG Rubric)
- Monitor progress of each and every student in the identified group

<b><i>Formative &amp; Summative Assessment</i></b>	How will you provide evidence of student progress on the stated learning goal, which includes multiple forms of assessment?
<b><i>Student Engagement Assessment</i></b>	What evidence is there of student engagement in assessment and student monitoring of their own progress?
<b><i>Feedback from Student on Their Experience of the Learning</i></b>	How will you show what the learning was like from their perspective? Is there is evidence of opportunities for students to share feedback on how they experienced the learning?
<b><i>Data Information:</i></b>	<p>How will you examine the data or information?</p> <p>How will you analyze the progress and plan for next steps?</p> <p>What story did your data tell? How did the learning activities and instructional decisions impact student progress?</p> <p>How did the information from student progress and students' experience of learning guide your next steps for instruction?</p>
	Be able to share your data when your SGG experience is completed.

## APPENDIX G

### KAHLOTUS SCHOOL DISTRICT Student Growth Goal(s) Worksheet

Teacher Name: \_\_\_\_\_ School Year: \_\_\_\_\_

<p><b>STUDENT GROWTH CRITERION 6: Designing Growth Experiences for Whole Group/Class</b></p> <p>Using multiple student data elements to modify instruction and improve student learning</p> <p>Emphasis on:</p> <ul style="list-style-type: none"> <li>• Use of multiple data elements, including knowledge of students</li> <li>• Critical attributes that focus on modification of instruction (see SGG Rubric)</li> <li>• Consistent planning for the progress/advancing student learning</li> </ul>	
<b>Target Group</b>	What group of students are you targeting?
<b>Knowledge of Students:</b>	How did your knowledge of students inform your growth goal?
<b>Essential Standard:</b>	What learning/content standard(s) are you targeting this growth goal?
<b>Cognitive &amp; Emotional Engagement:</b>	What invites, supports or develops students' ownership, efforts or attention?
<b>Interval of Instructional Period</b>	What is the length of instructional time covered?
<b>Formative &amp; Summative Assessment</b>	How will you provide evidence of student progress on the stated learning

<p><b>STUDENT GROWTH CRITERION 6: Designing Growth Experiences for Whole Group/Class</b></p> <p>Using multiple student data elements to modify instruction and improve student learning</p> <p>Emphasis on:</p> <ul style="list-style-type: none"> <li>• Use of multiple data elements, including knowledge of students</li> <li>• Critical attributes that focus on modification of instruction (see SGG Rubric)</li> <li>• Consistent planning for the progress/advancing student learning</li> </ul>	
	goal, which includes multiple forms of assessment?
<i>Student Engagement Assessment</i>	What evidence is there of student engagement in assessment and student monitoring of their own progress?
<i>Feedback from Student on Their Experience of the Learning</i>	How will you show what the learning was like from their perspective? Is there evidence of opportunities for students to share feedback on how they experienced the learning?
<i>Data Information:</i>	<p>How will you examine the data or information?</p> <p>How will you analyze the progress and plan for next steps?</p> <p>What story did your data tell? How did the learning activities and instructional decisions impact student progress?</p> <p>How did the information from student progress and students' experience of learning guide your next steps for instruction?</p>
<i>Describe your role on the team in the development and implementation of the goal(s): (leader, collaborator, participant etc.)</i>	
	Be able to share your data when your SGG experience is completed.

## APPENDIX G

### KAHLOTUS SCHOOL DISTRICT Student Growth Goal(s) Worksheet

Teacher Name: \_\_\_\_\_ School Year: \_\_\_\_\_

<p align="center"><b>STUDENT GROWTH CRITERION 8: PLC/Grade Level Team</b></p> <p align="center">Exhibiting collaborative and collegial practice focused on improving instructional practice and student learning.</p> <p>Emphasis on:</p> <ul style="list-style-type: none"> <li>• Discussion about student progress in collaborative setting</li> <li>• Critical attributes that focus on learning together (see SGG Rubric)</li> <li>• Advance knowledge and practice of teaching</li> </ul>	
<b><i>Identify grade, school or district team members with whom you are collaborating</i></b>	What group of teachers are you working with?
<b><i>Target Group</i></b>	What group of students are you targeting?
<b><i>Knowledge of Students:</i></b>	How did your knowledge of students inform your growth goal?
<b><i>Essential Standard:</i></b>	What learning/content standard(s) are you targeting for this growth goal?
<b><i>Cognitive &amp; Emotional Engagement:</i></b>	What invites, supports or develops students' ownership, efforts or attention?

<p align="center"><b>STUDENT GROWTH CRITERION 8: PLC/Grade Level Team</b></p> <p align="center">Exhibiting collaborative and collegial practice focused on improving instructional practice and student learning.</p> <p>Emphasis on:</p> <ul style="list-style-type: none"> <li>• Discussion about student progress in collaborative setting</li> <li>• Critical attributes that focus on learning together (see SGG Rubric)</li> <li>• Advance knowledge and practice of teaching</li> </ul>	
<b><i>Interval of Instructional Period</i></b>	What is the length of instructional time covered?
<b><i>Formative &amp; Summative Assessment</i></b>	What specific measures will you use to measure the learning goal?
<b><i>Student Engagement Assessment</i></b>	What specific measures will students use to measure the learning goal?
<b><i>Feedback from Student on Their Experience of the Learning</i></b>	How will you show what the learning was like from their perspective?
<b><i>Data Information:</i></b>	<p>How will you examine the data or information?</p> <p>How will you analyze the progress and plan for next steps?</p> <p>What story did your data tell? How did the learning activities and instructional decisions impact student progress?</p> <p>How did the information from student progress and students' experience of learning guide your next steps for instruction?</p>
	Be able to share your data when your SGG experience is completed.

## APPENDIX H

### JUST CAUSE / SEVEN KEY TESTS

The basic elements of just cause which different arbitrators have emphasized have been reduced by Arbitrator Carroll R. Daugherty to seven tests. These tests, in the form of questions, represent the most specifically articulated analysis of the just cause standard as well as an extremely practical approach.

A "no" answer to one or more of the questions may mean that just cause either was not satisfied or at least was seriously weakened in that some arbitrary, capricious, or discriminatory element was present.

1. NOTICE: "Did the employer give to the employee forewarning or foreknowledge of the possible or probable consequences of the employee's disciplinary conduct?"
2. REASONABLE RULE OR ORDER: "Was the Employer's rules or managerial order reasonably related to (a) the orderly, efficient, and safe operation of the Employer's business, and (b) the performance that the Employer might properly expect of the employee?"
3. INVESTIGATION: "Did the Employer, before administering the discipline to an employee, make an effort to discover whether the employee did in fact violate or disobey a rule or order of management?"
4. FAIR INVESTIGATION: "Was the Employer's investigation conducted fairly and objectively?"
5. PROOF: "At the investigation, did the 'judge' obtain substantial evidence or proof that the employee was guilty as charged?"
6. EQUAL TREATMENT: "Has the employer applied its rules, orders and penalties even-handedly and without discrimination to all employees?"



7. PENALTY: "Was the degree of discipline administered by the Employer in a particular case reasonably related to

- a) the seriousness of the employee's proven offense, and
- b) the record of the employee in his service with the Employer?"

## APPENDIX I

### EXTRA-CURRICULAR ADVISOR EVALUATION

Advisor Name: \_\_\_\_\_ Date: \_\_\_\_\_

Club/Class: \_\_\_\_\_

Evaluated by: \_\_\_\_\_

Rating Scale:    1- Needs Improvement\*\*  
                      2- Average  
                      3- Above Average  
                      4-Outstanding

                      \*\*Requires explanation of how to improve

#### 1. Organization and Planning

- Picks age appropriate fund raisers/events
- Fills out ASB activity forms in a timely manner
- Fills out appropriate facility use forms

Score \_\_\_\_\_

#### 2. Accounting

- Fills out P.O. for supplies in a timely manner
- Turns in receipts for supplies in a timely manner
- Fills out reconciliation form for fundraisers

Score \_\_\_\_\_

#### 3. Supervision

- Provides appropriate supervision at fundraisers/events

- Ensures set up and clean-up is done effectively
- Ensures handling of money is done correctly

#### 4. Professional Interaction with Staff

- Provides dates and times of events to staff in a timely manner
- Provides list of students participating in events at least one week in advance

Score \_\_\_\_\_

### APPENDIX I

#### 5. Leadership

- Holds regular meetings
- Provides leadership opportunities for students
- Helps establish appropriate expectations and goals

Score \_\_\_\_\_

TOTAL SCORE: \_\_\_\_\_

#### Overall Evaluation Scale:

18-20	Outstanding
16-17	Above Average
14-15	Average
Below 14	Needs Improvement

STATEMENT ON OVERALL PERFORMANCE AND RECOMMENDATIONS: (Required to be completed by evaluator)

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EMPLOYEE COMMENTS: (OPTIONAL)

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Evaluator(s) Signature \_\_\_\_\_ Date: \_\_\_\_\_

I have read and have had an opportunity to discuss this evaluation of my work with my supervisor. I realize that my signature on this form does not mean that I agree with this evaluation. A copy of this report has been given to me.

Employee Signature \_\_\_\_\_ Date: \_\_\_\_\_

APPENDIX J      KSD COMPREHENSIVE OBSERVATION & EVALUATION FORM

## *Danielson Framework for Teaching (2022) Rubrics by Washington State*

Criterion 1: Centering instruction on high expectations for student achievement.			
2b: Fostering a Culture for Learning			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
The culture of the class is not conducive to learning and does not support development.	The culture of the class is partially conducive to learning and development.	The culture of the class is characterized by high expectations and supports students' learning and development.	Students play an active role in establishing a culture that consistently fosters dialogue, reflection, and growth, allowing all students to experience success.
Critical Attributes: Purpose and Motivation			
The teacher does not convey to students the importance of learning and the feeling of success that comes with it.	The teacher communicates the importance of content, the ultimate purpose of learning, and the value of personal growth with some success.	The teacher and students demonstrate a belief in the importance of learning and personal growth that motivates them to succeed and flourish.	The teacher and students display dedication to learning the content and a sense of purpose for their learning; the teacher and the students value both content mastery and personal growth.
Critical Attributes: Dispositions for Learning			
The teacher ignores or discourages student curiosity and does not ask students to think critically or to reason and reflect.	The teacher occasionally encourages student curiosity, critical thinking, reasoning, and reflection.	The teacher encourages and intentionally develops student curiosity, critical thinking, reasoning, and reflection.	Student curiosity, critical thinking, reasoning, and reflection are clearly evident in the classroom and have a direct effect on instruction, student learning, and development.
Critical Attributes: Student Agency and Pride in Work			
Students have little or no agency in learning experiences or classroom life.	Students are given some opportunities to exercise agency, that they may not be taken up or maybe infrequent.	Students have multiple opportunities to exercise agency, and the teacher intentionally develops and celebrates.	Students clearly exercise autonomy in their learning and actively suggest ways to make the classroom more joyful, rigorous, and purposeful.
Critical Attributes: Support and Perseverance			
The teacher conveys that the work is too challenging for all or some of the students or that they lack the perseverance to succeed; students are allowed or expected to quit.	The teacher encourages confidence, resilience, persistence, and teamwork promoting a conviction that with hard work and perseverance, all students can master the content.	The teacher intentionally develops and celebrates confidence, resilience, persistence, and teamwork that support student perseverance.	Students encourage one another to persevere and use strategies to support each other through challenging work.

<b>3a: Communicating about Purpose and Content</b>			
<b>Unsatisfactory – 1</b>	<b>Basic – 2</b>	<b>Proficient – 3</b>	<b>Distinguished – 4</b>
Communication about purpose and content is unclear or confusing and hinders student learning.	Communication about purpose and content is mostly clear and accurate; it partially supports learning.	Communication about purpose and content is accurate and clear to students; it supports their active engagement in learning experiences and models effective use of language.	Communication about purpose and content is rich, nuanced, and relevant to students inviting them to think critically and contribute intellectually; it encourages curiosity and supports student autonomy.
<b>Critical Attributes: Purpose for Learning and Criteria for Success</b>			
The teacher does not convey to students what they will be learning.	The teacher partially explains the purpose of learning but with little elaboration or specificity.	The teacher clearly explains what students will be learning and why, how it is situated within broader purposes, how they will learn it, and what success will look like.	Students are able to explain the purpose and value of what they are learning and connect it to broader purposes, both within the curriculum and their own lives.
<b>Critical Attributes: Specific Expectations</b>			
The teachers unclear or incomplete explanation of the learning activities hinders student engagement.	Expectations for learning activities are somewhat clear to students.	The teacher clearly explains and models, if appropriate, the learning activities, consistently supporting and reinforcing student engagement.	The teacher and students anticipate and address possible challenges within the learning activities; students use or suggest other strategies, approaches, or processes for learning.
<b>Critical Attributes: Explanations of Content</b>			
The teacher makes significant content errors or fails to provide clear explanations, affecting student understanding of the content.	The teacher makes minor content errors or provides explanations of the content that are somewhat confusing and only invite minimal participation or engagement by students.	The teacher's explanations of content are accurate, appropriately scaffolded, and relevant to the experiences of students; content is explained in multiple, engaging ways to support conceptual understanding.	Students discuss and explain content clearly and precisely; their communication about content and its application demonstrate critical thinking, curiosity, and understanding of its purpose and relevance.
<b>Critical Attributes: Use of Academic Language</b>			
The teacher's communications include incorrect or imprecise use of academic language.	The teacher's use of academic language is generally correct but may need further explanation or be too simplistic to support student learning.	The teacher's content specific language and vocabulary are accurate, academically rigorous, and well-suited to students and lessons, providing a model to	Rich and rigorous language and vocabulary are consistently and effectively used by the teacher and students.

		support student development.	
<b>3c: Engaging Students in Learning</b>			
<b>Unsatisfactory – 1</b>	<b>Basic – 2</b>	<b>Proficient – 3</b>	<b>Distinguished – 4</b>
Learning experiences do not require active intellectual engagement by students.	Learning experiences partially engage students intellectually; the activities require students to do some thinking.	Learning experiences support curiosity and exploration and encourage higher order thinking; students engage in multiple ways and represent their ideas and responses through multiple means.	Students take initiative to increase the challenge or complexity of learning experiences; and make suggestions for modifications that increase meaning and relevance.
<b>Critical Attributes: Rich Learning Experiences</b>			
Tasks are inappropriate for students in the class, many students are not engaged in them, or they may only require recall or use a single approach.	Students are partially engaged in tasks that require thinking as opposed to only recall; some tasks have multiple correct responses or approaches.	All students engage in activities that support agency and require critical thinking; tasks require high levels of intellectual engagement and students explain their thinking.	Through choices provided by the teacher or their own initiative, students modify learning tasks to make them more meaningful or challenging.
<b>Critical Attributes: Collaboration and Teamwork</b>			
Students do not collaborate, they do not engage with one another effectively, and/or instructional groupings are inappropriate for the task.	Students collaborate during the lesson in ways that are mostly suitable to the activities and outcomes and partially support learning for each student; they work well together during group activities.	Student collaboration is a key component of learning and engagement in the class, instructional groupings are strategically arranged to support learning and engagement, and effective teamwork is explicitly taught and celebrated.	Students take initiative to collaborate in new or unplanned ways that further their learning; they actively serve as resources for one another and focus on making their learning more engaging and meaningful.
<b>Critical Attributes: Use of Instructional Materials and Resources</b>			
Students do not use instructional materials and resources correctly or effectively; materials and resources are not supportive of their learning, and are not equitably available.	Students use instructional materials and resources with some success to support learning and have equitable access to them.	Students use Instructional materials and resources effectively to support intellectual engagement and deep learning of the content; they are varied and used to support equitable access to the content.	Students take initiative in using instructional materials and resources by adapting them appropriately for their own needs; they suggest modifications or additions to make them more relevant or challenging.
<b>Critical Attributes: Opportunities for Thinking and Reflection</b>			
The pace of the lesson is too slow or is rushed, or opportunities for	The pacing of the lesson provides opportunities for some	The pacing of the lesson supports high levels of intellectual engagement	Through opportunities provided by the teacher or their own initiative, students

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thought and reflection are poorly implemented; students do not have time to reflect or consolidate understanding.	thought and reflection, allowing students to engage and develop understanding.	and deeper learning; students have multiple and effective opportunities to think, reflect, and consolidate understanding.	demonstrate autonomy and effective use of strategies for reflection; they are able to identify and advocate for their own need to engage in further processing a reflection in order to consolidate understanding and solidify new learning.
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Criterion 2: Demonstrating effective teaching practices.			
3b: Using Questioning and Discussion Techniques			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Questioning and discussion are absent, low level, or do not support learning and development.	Questioning and discussion, primarily framed and led by the teacher, are used to support student learning and development.	Questioning and discussion, framed or led by the teacher and students, effectively support critical thinking, reasoning, and reflection.	Students intentionally use questioning and discussion to develop their own and others thinking, reasoning skills, and habits of reflection.
Critical Attributes: Critical Thinking and Deeper Learning			
Questioning and discussion do not invite student thinking, provide little cognitive challenge, and often have a single correct response.	The teacher frames questions to promote critical thinking and deeper understanding but with uneven success.	Open-ended and higher-level questions and genuine discussions allow students to think critically and offer multiple perspectives, challenging them to deepen understanding.	Students initiate higher order questions and extend discussions with confidence, applying and developing critical thinking, curiosity, and deeper understanding.
Critical Attributes: Reasoning and Reflection			
Questioning and discussion do not invite or require students to explain their thinking.	Questioning and discussion invite students to explain their thinking and reflect on their learning, but students are only somewhat successful at doing so.	Through questioning and discussion, students have the opportunity to successfully reason, reflect on learning, and justify their thinking.	Students use questions and discussions to challenge one another's thinking with respect and humility, successfully justify their reasoning, and collaboratively generate new ideas and lines of inquiry.
Critical Attributes: Student Participation			
Questions and discussions are between teacher and select students; students do not engage in dialogue with one another or ask each other questions.	The teacher calls on many students or invites them to respond directly to one another but only some students answer or participate in the discussion.	The teacher successfully engages students in discussion; students actively participate and ask questions of one another.	Students formulate questions, initiate discussion, and assume responsibility for ensuring that all voices are heard.
4a: Engaging in Reflective Practice			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
The teacher does not appear to engage in reflective practice, does not know whether students achieved the outcomes, or misjudges the success of the instruction.	The teacher's reflective practice leads to some accurate assessment of student success of instruction but does not follow through with analysis and changes to practice.	The teacher's reflective practice, based on consideration of evidence of student learning and development, leads to an accurate assessment of the success of instruction	The teacher consistently engages in reflective practice that leads to a thorough and accurate assessment of the success of the instruction, exploration of new ideas and approaches and



		and results in specific changes and adjustments.	ongoing changes to practices and mindsets focused on supporting students who need it most.
<b>Critical Attributes: Self-Assessment of Teaching</b>			
The teacher does not reflect on experiences or draws inaccurate or incomplete conclusions about their success.	The teacher has a partially accurate but incomplete sense about whether or not instructional practices were successful or had the desired impact on student learning and development.	The teacher draws on evidence from the lesson, including student work, to assess the effectiveness of specific elements of instruction and their impact on student learning and development.	The teacher's assessment of the lesson is based on multiple sources of evidence, leads to a thoughtful and accurate analysis of practice, and addresses the specific impact of the design or execution of elements of instruction on student learning and development.
<b>Critical Attributes: Analysis and Discovery</b>			
The teacher does not or is unable to analyze their impact on student success or makes no suggestions for growth or improvement.	The teacher analyzes some aspects of their practice but may not consider alternative approaches, recognize the impact of their own mindsets or beliefs, or be willing to explore new strategies or ideas.	The teacher analyzes the impact of their own actions and beliefs on student learning, learns about alternative perspectives and approaches, and begins to build new knowledge and skills that enhance learning.	The teacher critically analyzes the impact of practices, values, and beliefs on student learning and consistently focuses on acquiring new knowledge and skills to enhance learning, prioritizing Improvement for students who need it the most.
<b>Critical Attributes: Application and Continuous Improvement</b>			
The teacher does not plan or consider opportunities to improve practice.	Based on reflection, the teacher has some plans for future action that will better support student learning and development.	Based on reflection, the teacher considers multiple paths forward; communicates a commitment to the success of all students; and plans, practices, and implement improvements.	Based on reflection, the teacher focuses on the best course of action for student success, demonstrates perseverance in the face of challenges, implements new ideas and strategies and continues to reflect and analyze the results.

Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs.			
1b: Knowing and Valuing Students			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
The teacher lacks sufficient knowledge of students to support student learning or development.	The teacher's knowledge of students' identities, as well as their strengths and needs, partially supports learning and development.	The teacher's knowledge of students supports learning and development and enables the teacher to build upon student assets.	The teacher's knowledge of students is extensive and fosters student learning and development to support academic and personal success.
Critical Attributes: Respect for Students' Identities			
The teacher is not aware of or pays little attention to students' race, culture, or identity.	The teacher applies knowledge of students' race, culture, and identities to planning and preparation with limited success.	The teacher successfully incorporates knowledge of students' race, culture, and identities into planning and preparation.	The teacher recognizes and appreciates students' race, culture, and unique identities, designing culturally responsive and affirming learning experiences with them in mind.
Critical Attributes: Understanding of Students' Current Knowledge and Skills			
The teacher does not try to ascertain information about students' varied prior knowledge, skills, or mindsets.	The teacher applies an understanding of students' varied knowledge and skill levels, as well as mindsets related to learning, is applied with limited success.	The teacher's understanding of students' levels of knowledge and skill, as well as their mindsets about learning, is applied successfully in planning and preparation.	The teacher's deep understanding of each student's knowledge, skills, and mindsets ensures that students receive appropriate scaffolds when necessary, meet rigorous outcomes, and are challenged to do their best work.
Critical Attributes: Knowledge of Whole Child Development			
The teacher does not attend to or have understanding of students' cognitive, social, emotional, and character development.	The teacher addresses an understanding of students' cognitive, social, emotional, and character development is addressed in planning and preparation with limited success.	The teacher's understanding of students' cognitive, social, emotional, and character development is successfully incorporated into planning and preparation.	The teacher deeply understands and integrates students' cognitive, social, emotional, and character development to model and teach habits and mindsets that promote student assumption of responsibility.
Critical Attributes: Knowledge of the Learning Process and Learning Differences			
The teacher displays insufficient understanding of how students learn and develop in general or of	The teacher has limited understanding of the learning process and of individual learning differences.	The teacher's accurate understanding of how students learn and learn differently is evident in planning and preparation.	In lessons planned or adapted, the teacher uses extensive knowledge of the learning process and learning differences to

individual differences for students in the class			design experiences that are engaging and successful.
<b>3e: Responding Flexibly to Student Needs</b>			
<b>Unsatisfactory – 1</b>	<b>Basic – 2</b>	<b>Proficient – 3</b>	<b>Distinguished – 4</b>
The teacher makes no adjustments to learning experiences, even when warranted, and is not responsive to student needs.	The teacher makes some adjustments to learning experiences and is responsive to student needs with partial success.	The teachers' adjustments and responsiveness lead to deeper understanding for students and new learning experiences.	Based on self-monitoring and reflection, students voice their needs, ask questions, and make suggestions that lead to adjustments and modifications or spark new learning opportunities.
<b>Critical Attributes: Evidence-Based Adjustments</b>			
The teacher does not recognize, or ignores, evidence of low engagement or lack of student understanding.	The teacher attempts to adjust learning experiences based on evidence but is only partially successful.	The teacher effectively adjusts learning experiences based on real-time evidence and students' individual and specific needs.	Students voice their needs and assume responsibility for their own learning by making necessary adjustments to the learning experiences with support and encouragement of the teacher.
<b>Critical Attributes: Receptiveness and Responsiveness</b>			
The teacher brushes aside or does not fully address students' questions or difficulties.	The teacher attempts to incorporate students' questions and respond to their interest but only minimally or with limited success.	The teacher incorporates students' interests and questions into learning experiences to deepen understanding and encourage curiosity and autonomy.	Students identify new learning opportunities and take the initiative to pursue them on their own, with their peers, or with the support of the teacher or others in the school and beyond.
<b>Critical Attributes: Determination and Persistence</b>			
The teacher does not convey a level of responsibility for student learning and success or is uncertain about how to assist students.	The teacher conveys responsibility and commitment to efficacy but lacks certainty or is only partially successful in responding to student difficulties.	Drawing on a broad repertoire of strategies, the teacher persists in seeking alternative approaches and pathways when students experience difficulty.	Students demonstrate determination and persistence when they experience difficulties; they seek and receive effective support from the teacher and others.
<b>Student Growth 3.1: Establish Student Growth Goal(s)</b>			
<b>Unsatisfactory – 1</b>	<b>Basic – 2</b>	<b>Proficient – 3</b>	<b>Distinguished – 4</b>
The teacher does not develop a student growth goal for a group of students within a class who are not yet reaching full learning potential. OR	The teacher develops a student growth goal for a group of students within a class who are not yet reaching full learning potential. The teacher explains how the <b>knowledge of</b>	The teacher develops a student growth goal for a group of students, within a class, who are not yet reaching full learning potential. The teacher explains how the <b>knowledge of</b>	The teacher develops a student growth goal for a group of students, within a class, who are not yet reaching full learning potential. The teacher explains how the <b>knowledge of</b>

<p>The teacher does not explain how the <b>knowledge of individual students</b> informed the goal.</p> <p>The goal does not address an <b>essential standard</b> for the teacher's content and grade level.</p> <p>The goal does not require students' <b>cognitive or emotional engagement</b>.</p> <p>The teacher does not communicate with students' families about the goal.</p>	<p><b>students</b> informed the goal for the students as a group, but not as individuals.</p> <p>The goal addresses an <b>essential standard</b> for the teacher's content and grade level.</p> <p>The goal requires students' <b>cognitive and emotional engagement</b>.</p> <p>The teacher communicates the goal to students' families.</p>	<p><b>individual students</b> informed the goal in specific ways.</p> <p>The goal addresses an <b>essential standard</b> for the teacher's content and grade level.</p> <p>The goal requires students' <b>cognitive and emotional engagement</b>.</p> <p>The teacher seeks and considers, when provided, input from students' families in developing the goal.</p>	<p><b>individual students</b> informed the goal in specific ways.</p> <p>The goal addresses an <b>essential standard</b> for the teacher's content and grade level.</p> <p>The goal requires students' <b>cognitive and emotional engagement</b>.</p> <p>The teacher seeks and considers, when provided, input from students' families in developing the goal.</p> <p>The teacher explains to supervisor how the goal yields opportunities for leadership or for collaboration with colleagues to advance their own or their collective professional learning.</p>
<b>Student Growth 3.2: Achievement of Student Growth Goal(s)</b>			
<b>Unsatisfactory – 1</b>	<b>Basic – 2</b>	<b>Proficient – 3</b>	<b>Distinguished – 4</b>
<p>The teacher provides evidence of student progress on the stated learning goal from only summative assessments.</p> <p>There is no evidence of <b>student engagement in assessment</b> of their own progress.</p> <p>There is no evidence of opportunities for students to share <b>feedback on how they experienced the learning</b>.</p> <p>The teacher does not provide evidence of reflecting on how the learning activities and instructional decisions impacted student learning progress.</p>	<p>The teacher provides evidence of student progress on the stated learning goal, which includes both <b>formative and summative assessments</b>.</p> <p>There is limited evidence of <b>student engagement in assessment</b> of their own progress.</p> <p>There is limited or no evidence of opportunities for students to share <b>feedback on how they experienced the learning</b>.</p> <p>The teacher reflects with supervisor on student learning progress overall, but</p>	<p>The teacher provides evidence of student progress on the stated learning goal, which includes both <b>formative and summative assessments</b>.</p> <p>There is evidence of <b>student engagement in assessment</b> and student monitoring of their own progress.</p> <p>There is evidence of opportunities for students to share <b>feedback on how they experienced the learning</b>.</p> <p>The teacher reflects with supervisor on the learning progress for the individual students in this group; the reflection includes an analysis of how the learning activities</p>	<p>The teacher provides evidence of student progress on the stated learning goal, which includes both <b>formative and summative assessments</b>.</p> <p>There is evidence of <b>student engagement in assessment</b> and student monitoring of their own progress.</p> <p>There is evidence of opportunities for students to share <b>feedback on how they experienced the learning</b>.</p> <p>The teacher reflects with supervisor on learning progress for the individual students in this group; the reflection includes an analysis of how the learning activities and instructional</p>

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The teacher does not identify the next steps for instruction OR the next steps are uninformed by information about students' progress.	not for specific students. The reflection may not establish how the learning activities and instructional decisions impacted student progress. The teacher's identified next steps for instruction are uninformed by student progress and students' experience of learning.	and instructional decisions impacted student progress. The teacher uses information from student progress and students' experience of learning to guide their next steps for instruction.	decisions impacted student progress. The teacher uses information from student progress and students' experience of learning to: <ul style="list-style-type: none"><li>• Guide their next steps for instruction, and</li><li>• Effect changes in instructional practice or professional learning beyond their own classroom or context.</li></ul>
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Criterion 4: Providing clear and intentional focus on subject matter content and curriculum.			
1a: Applying Knowledge of Content and Pedagogy			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
The teacher lacks sufficient knowledge of content and pedagogy to support student learning of the content.	The teacher's understanding of content and pedagogy partially supports student learning of the content.	The teacher's understanding of content and pedagogy supports student learning of the content.	The teacher's understanding of content and pedagogy fosters deeper learning, student agency, and intellectual dispositions such as curiosity, reasoning, and reflection.
Critical Attributes: Disciplinary Expertise			
Planning and preparation include content errors or demonstrate a lack of understanding of the content.	Planning and preparation indicate partial understanding of the central concepts of the discipline and their relationship to one another.	Planning and preparation reflects solid understanding of the content and structure of the discipline being taught.	Planning and preparation reflect extensive knowledge of important concepts and how they relate to one another, as well as recent developments in the discipline.
Critical Attributes: Pedagogical Content Knowledge			
Lesson and unit plans lack consideration for prerequisite knowledge and possible student misconceptions.	Lesson and unit plans include instructional strategies and representations of content that are partially suitable and show some consideration for prerequisite knowledge important to student learning of the content.	Lesson and unit plans include a variety of strategies and representations of content appropriate to the discipline, use a range of pedagogical approaches, and demonstrate understanding of prerequisite relationships among topics and concepts.	In lessons and units planned or adapted instructional strategies and representations of content are chosen wisely in explicitly for their suitability to the content and their ability to foster high levels of intellectual engagement, skill development, and critical thinking.
Critical Attributes: Knowledge of Interdisciplinary Relationships and Skills			
No interdisciplinary relationships are identified in plans or preparation.	Plans and preparation cite some relevant connections to Concepts and other disciplines and to skills that transfer across disciplines.	Plans and preparation demonstrate knowledge of interdisciplinary relationships and skills and their real-world application.	Lessons and units planned or adapted focus on connecting concepts to other disciplines, prioritizing skills that transfer across disciplines and emphasizing real-world applications of these concepts and skills.
1c: Setting Instructional Outcomes			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Instructional outcomes are not identified, are	Instructional outcomes are moderately rigorous and are	Instructional outcomes are rigorous and appropriate for students.	Instructional outcomes represent high-level learning of important

not rigorous, or are inappropriate.	appropriate for most students in the class.		content and support student autonomy, curiosity and intellectual risk-taking.
<b>Critical Attributes: Value and Relevance</b>			
Instructional outcomes are not relevant or meaningful or do not reflect important learning.	Instructional outcomes are somewhat relevant and partially reflect important learning and development.	Instructional outcomes are mostly relevant and reflect important learning and development	Instructional outcomes consistently reflect important, meaningful, and relevant learning that requires critical thinking.
<b>Critical Attributes: Alignment to Grade Level Standards</b>			
Instructional outcomes do not reflect grade-level standards.	Instructional outcomes partially reflect grade-level standards.	Instructional outcomes mostly reflect grade-level standards.	Instructional outcomes consistently reflect grade-level standards that challenge all students in the class and encourage intellectual risk taking.
<b>Critical Attributes: Clarity of Purpose</b>			
Instructional outcomes are unclear or are stated as activities.	Instructional outcomes are somewhat clear and partially describe what students will learn	Instructional outcomes are mostly clear and specific, likely to ensure that students understand what they will learn and how.	Instructional outcomes are uniformly clear and specific and support students to extend their learning.
<b>Critical Attributes: Integration of Multiple Aspects of Student Development</b>			
Instructional outcomes do not reflect a range of purposes.	Instructional outcomes target different types of outcomes beyond academic knowledge and skills with partial success.	Instructional outcomes represent a range of high priority, developmentally appropriate purposes, including academic, social- emotional, and character development goals.	Instructional outcomes integrate academic, social-emotional, and character development goals rather than treating them separately.
<b>1d: Using Resources Effectively</b>			
<b>Unsatisfactory – 1</b>	<b>Basic – 2</b>	<b>Proficient – 3</b>	<b>Distinguished – 4</b>
The teacher is not aware of, or does not appropriately use, instructional materials and other resources to support student learning and development.	The teacher understands and uses instructional materials and other resources to support student learning and development, but these resources represent only a narrow band of what is available.	The teacher's knowledge of instructional materials and other resources leads to discerning choices to support student learning and development.	The teacher makes deliberate decisions in the use of instructional materials and other resources to meet individual student needs and support student autonomy and intellectual engagement.
<b>Critical Attributes: Instructional Materials</b>			
When instructional materials are provided,	When instructional materials are provided,	When instructional materials are provided,	When instructional materials are provided, the

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the teacher does not use or learn to effectively implement them.  When instructional materials are not provided, the teacher uses inappropriate or ineffective materials of their own choosing that do not support rigorous instruction or engagement.	the teacher implements them with some success, develops some understanding of their features and design, and is sometimes able to recognize and adjust for gaps or deficiencies in the materials.  When instructional materials are not provided, the teacher selects and uses materials that are partially aligned to standards to serve as the core of instruction and support student learning and development.	the teacher's understanding of the materials supports appropriate choices based on the specific needs of students that increase the effectiveness of the curriculum.  When instructional materials are not provided, the teacher relies on a strong core set of instructional materials aligned to rigorous standards and makes choices based on the specific needs of the students that increase the effectiveness of those materials.	teacher uses them wisely, integrating other resources if appropriate, to support each student's mastery of outcomes, further learning and development, deep intellectual engagement, and autonomy.  When instructional materials are not provided, the teacher identifies a strong core set of instructional materials and uses them wisely, integrating other resources if appropriate to support each student's mastery of outcomes, further learning and development, and deep intellectual engagement.
<b>Critical Attributes: Technology and Digital Resources</b>			
The teacher does not appropriately access digital resources to support student learning and development.	The teacher uses technology and accesses digital resources that partially support student learning but may be primarily a substitution for other resources.	Technology and other digital resources are used effectively to support equitable student learning and exploration, as well as connection and development.	Technology and other digital resources support intellectual engagement, personalized instructional pathways for student learning and development.
<b>Critical Attributes: Supports for Students</b>			
The teacher does not inquire about or seek out resources to support individual student needs.	The teacher seeks some additional resources and supports a line to the individual needs of the students.	The teacher provides resources and supports aligned to students' individual needs and learning differences, allowing each student to access the curriculum and meet the learning outcomes.	Resources and supports provided or suggested by the teacher promote student agency and increase efficacy and utilizing resources to support their own learning and development.
<b>1e: Planning Coherent Instruction</b>			
<b>Unsatisfactory – 1</b>	<b>Basic – 2</b>	<b>Proficient – 3</b>	<b>Distinguished – 4</b>
The design of learning experiences does not support student engagement with important content.	Learning experiences are somewhat coherent in structure, within and across lessons, partially supporting students to	Learning experiences are challenging and engaging; they are designed to meet the needs of students in the class.	Learning experiences prioritize the needs of individual students, ensure all students can meet the intended outcomes, and



	meet the intended outcomes.		support student assumption of responsibility for learning.
<b>Critical Attributes: Tasks and Activities</b>			
Tasks and activities are uninteresting to students, do not challenge them, or do not align to instructional outcomes.	Tasks and activities are partially aligned to the instructional outcomes and represent a modest level of intellectual challenge.	Tasks and activities are aligned with learning outcomes and provide opportunities for higher-level thinking.	Tasks and activities encourage student agency and create authentic opportunities to engage with meaningful content.
<b>Critical Attributes: Flexible Learning</b>			
The teacher has only a single approach or activity planned for students to learn the content.	The teacher has multiple ways for students to learn the content and a variety of strategies are used with some success during the lesson.	The teacher tailors multiple strategies and approaches to the needs of various students to accelerate and support their success learning the content of the lesson.	Lessons provide opportunities for students to engage beyond the content of the lesson; and, when appropriate, the teacher works with students to co-design learning experiences.
<b>Critical Attributes: Student Collaboration</b>			
Student groupings are not used or do not support learning.	Students are in groups that are only partially appropriate to the learning activities or goals.	Instructional groups are organized thoughtfully to maximize learning and build on students' strengths.	Collaboration through teacher-designed and student-chosen instructional groups is an essential component of learning and development.
<b>Critical Attributes: Structure and Flow</b>			
Plans for learning are not well structured or sequenced.	Plans for learning are partially well-structured but may not be realistic about time expectations.	Plans for learning are well structured and have a flow that allows for student learning and reflection.	Plans for learning are well structured and have a flow that supports student autonomy in the learning process.

Criterion 5: Fostering and managing a safe, positive learning environment.			
2a: Cultivating Respectful and Affirming Environments			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Students do not feel safe and valued: learning environments are characterized by negativity, disrespect, inappropriateness, insensitivity, and/or unresolved conflict.	Learning environments are partially characterized by caring and respectful interactions.	Learning environments are characterized by positive developmental relationships that are intentionally nurtured and celebrated.	Students play an active role in creating learning environments characterized by a sense of community, where each member feels safe, valued, and connected.
Critical Attributes: Positive Relationships			
Interactions, both between the teacher and students and among students, are frequently negative, uncaring, inappropriate, or insensitive to students' identities and developmental levels.	Interactions, both between the teacher and students and among students, are inconsistently caring and respectful but form a foundation for positive relationships to develop.	Interactions, both between the teacher and students and among students demonstrate caring and respect that honor students' identities and cultural background.	Patterns of interacting in the classroom are culturally responsive; the teacher's own cultural competence and critical consciousness foster positive relationships and students take an active role in developing and sustaining positive relationships.
Critical Attributes: Sense of Belonging			
Student participation or communication indicates that some students feel isolated, insecure, or not part of the learning community.	Student participation and communication indicate that many students feel part of a learning community that welcomes and honors their individual identity.	Student participation and communication indicate most students are engaged in a learning community that reflects their collective goals and interests while honoring individual identities.	Student participation and communication indicate they are co-creating a learning community that reflects their collective goals and interests while honoring individual identities.
Critical Attributes: Cultural Responsiveness			
Learning environments do not reflect the individual racial and cultural identities of students.	Learning environments reflect and honor some elements of students' individual and shared racial and cultural identities.	Learning environments reflect elements of students' racial and cultural identities while recognizing, addressing, and honoring differences between students and teachers' unique identities.	Students have helped create a unique identity for their class that includes all, celebrates each individual's racial and cultural identity, honors diversity, and acknowledges and addresses racial and cultural dynamics at play in the environment.
Critical Attributes: Positive Conflict Resolution			
Conflict and disrespectful interactions occur in the classroom and are	Conflict and disrespectful interactions are addressed by the	The teacher and students effectively use a clear and culturally competent approach to conflict	Students in the class are responsible for resolving conflict and actively follow established processes or

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neither addressed nor resolved.	teacher, with uneven results.	resolution to resolve conflict and restore trust.	norms for resolving conflict and restoring trust.
<b>2c: Maintaining Purposeful Environments</b>			
<b>Unsatisfactory – 1</b>	<b>Basic – 2</b>	<b>Proficient – 3</b>	<b>Distinguished – 4</b>
Student learning and development are hindered by a lack of routines or inefficient classroom procedures.	Classroom routines and procedures established or managed primarily by the teacher and taught explicitly to students, support opportunities for student learning and development.	Shared routines and efficient procedures are largely student directed and maximize opportunities for student learning and development.	Students have an active voice and play an active role in designing and adjusting routines and procedures that actively create a respectful learning environment and support the growth of each community member.
<b>Critical Attributes: Productive Collaboration</b>			
Students are not productively engaged during group work.	Students are somewhat engaged in group work.	Students are productively engaged during small group work, working purposefully and collaboratively with their peers.	Students play an active role in ensuring their time in groups is used purposely and meets their individual in group needs.
<b>Critical Attributes: Student Autonomy and Responsibility</b>			
Routines do not support student autonomy or assumption of responsibility.	Routines and procedures partially support student autonomy and assumption of responsibility	Routines and procedures allow students to operate autonomously and to take responsibility for their learning.	Students take responsibility for routines and procedures and take initiatives to suggest adjustments that would further support their learning and development.
<b>Critical Attributes: Equitable Access to Resources and Supports</b>			
Resources and supports are not deployed efficiently, effectively, or equitably.	Resources and supports are managed somewhat efficiently and effectively, those students may not have equitable access.	Resources and supports are deployed efficiently and effectively; all students are able to access what they need.	Resources and supports are deployed equitably; students take initiative in accessing resources and identifying additional supports they need.
<b>Critical Attributes: Noninstructional Tasks</b>			
Students do not complete noninstructional tasks or complete them inefficiently, resulting in loss of instructional time or potential danger to students.	Students complete noninstructional tasks with some efficiency but lose instructional time.	Students complete most noninstructional tasks efficiently, with little loss of instructional time.	Students complete noninstructional tasks seamlessly with no loss of instructional time.
<b>2d: Supporting Positive Student Behavior</b>			
<b>Unsatisfactory – 1</b>	<b>Basic – 2</b>	<b>Proficient – 3</b>	<b>Distinguished – 4</b>
There is little evidence of explicit modeling, instruction, or guidance	The teacher models positive behaviors and	Students display positive behaviors, which the teacher models and	Students consistently and independently display positive behaviors and seek

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## KSD COMPREHENSIVE OBSERVATION &amp; EVALUATION FORM

related to positive student behaviors.	occasionally teaches them explicitly.	reinforces to promote reflection and recalibration rather than compliance.	opportunities to build a better classroom community.
<b>Critical Attributes: Expectations for the Learning Community</b>			
The teacher does not communicate expectations or address negative behavior.	The teacher establishes expectations to promote positive behavior but with uneven success.	The teacher and students have successfully established and agreed upon expectations.	Students play an active role in establishing and maintaining expectations, with regular opportunities for critical reflection both individually and as a group.
<b>Critical Attributes: Modeling and Teaching Habits of Character</b>			
The teacher does not explicitly model or teach habits of character.	The teacher models and teaches habits of character but with uneven success.	The teacher models, explicitly teaches, and reinforces habits of character to promote learning, ethical behavior and citizenship.	Students take initiative in explicitly discussing and reinforcing habits of character that contribute to a safe and productive learning environment.
<b>Critical Attributes: Self-Monitoring and Collective Responsibility</b>			
Students take no responsibility for their own behavior and do not display awareness of their impact on others.	The teacher encourages students to monitor their own and one another's behavior and emphasizes collective responsibility but with uneven success.	Students successfully monitor their own behavior and attend to their effect on other students.	Students successfully monitor their own behavior and appropriately support one another in demonstrating positive behavior.
<b>2e: Organizing Spaces for Learning</b>			
<b>Unsatisfactory – 1</b>	<b>Basic – 2</b>	<b>Proficient – 3</b>	<b>Distinguished – 4</b>
Learning spaces are unsafe, inaccessible, and/or not conducive to learning and development.	Learning spaces are safe and accessible; the arrangement and use of resources partially support student learning and development.	Learning spaces are thoughtfully designed to address the needs of individual learners within the context of shared experiences.	Learning spaces are thoughtfully co-designed and modified as needed by members of the learning community to address the needs of individuals and create collaborative, joyful spaces for all to learn and grow.
<b>Critical Attributes: Safety and Accessibility</b>			
The space endangers student safety or is not accessible to all students.	The space is generally safe and accessible with some issues that need to be addressed.	The space is safe and accessible to all students.	Modifications are made to the environment as necessary by students and teachers to accommodate individual needs and safety.
<b>Critical Attributes: Design for Learning and Development</b>			
The design of the space is an impediment to learning and development.	The design of the space is not an impediment to learning but does not enhance it.	The design of the space supports student learning and development and is	The design of the space optimizes learning and development and is

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		appropriate for the goals and activities.	appropriately adjusted to align to goals and activities.
<b>Critical Attributes: Co-Creation and Shared Ownership</b>			
Students do not help create or arrange the space for Learning and demonstrate little pride or ownership in the space.	Students have some voice in creating the space and demonstrate some ownership of it.	Students have a voice in creating the space and demonstrate shared ownership of it.	Students take initiative in designing the space, demonstrate a sense of Pride and ownership, and adjust the space as necessary to create a more beautiful and joyful environment.



Criterion 6: Using multiple student data elements to modify instruction and improve student learning.			
1f: Designing and Analyzing Assessments			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
There is no plan for assessment, or the assessments will not provide evidence that students have learned the intended outcomes.	Assessments will partially help the teacher know that students have learned or are learning the intended outcomes.	Assessments are planned throughout the instructional process and provide timely and valuable information to teachers and students.	Students will have the opportunity to demonstrate mastery of content and analyze their own progress through multiple, flexible assessments.
Critical Attributes: Congruence with Instructional Outcomes			
Assessments are not aligned to the instructional outcomes.	Assessments are partially aligned to instructional outcomes but may not assess them completely.	Assessments will fully and fairly provide evidence of student understanding of the content and Mastery of outcomes, as well as reveal specific misunderstandings.	Students have varied and multiple opportunities to demonstrate Mastery of outcomes; Assessments allow for the analysis of student misunderstandings, revealing how and why the misunderstanding occurred.
Critical Attributes: Criteria and Standards			
Assessments lack criteria by which student performance can be accurately assessed.	Assessment criteria and standards have been developed, but they are unclear or too vague.	Assessment criteria and standards are established, clear, and fully understood by students.	Assessment criteria and standards are clear, and students have contributed to their development.
Critical Attributes: Planning Formative Assessments			
The teacher has no formative assessments planned.	The teacher has planned some formative assessments that will give a partially accurate picture of student learning throughout the lesson.	Formative assessments will give an accurate picture of student learning, and plans for lessons indicate possible adjustments based on formative assessment data.	Formative assessments will provide accurate and timely information to teachers and students allowing students to adjust course with minimal teacher guidance.
Critical Attributes: Analysis and Application			
Assessment results are not relevant or used for future planning.	Assessment results are used in future planning for some students, groups of students, or the class as a whole.	Assessment results from prior lessons and units are a key tool the teacher uses in planning future instruction.	Assessment results consistently drive planning and preparation to inform instructional decision making and instructional pathways for students.
3d: Using Assessment for Learning			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
Formative assessment is not used during instruction or is not aligned to the	Formative assessment partially supports student learning and development.	The teacher and students use formative assessments to illicit evidence of	Students take initiative to analyze their own progress against a clear standard in order to achieve the

instructional purpose of the lesson.		understanding, analyze progress, and provide constructive feedback.	outcome and identify new opportunities and challenges.
<b>Critical Attributes: Clear Standards of Success</b>			
The teacher does not share assessment criteria, describe what high-quality work looks like, or explain how students will know they are successful.	Students partially understand how they will know they are progressing successfully and how their work will be evaluated.	The standards of high-quality work and success are clear to students and provide the opportunity for self-assessment.	Students and those who support them have an active voice in establishing standards for success that are relevant and ambitious; they clearly understand how their progress is being assessed.
<b>Critical Attributes: Monitoring Student Understanding</b>			
The teacher does not determine whether students are progressing towards mastery of the goals and provides no structured opportunities for students to monitor their own progress.	The teacher's attempts to monitor student understanding and support self-assessment are limited or only partially effective.	The teacher uses questions and assessments to elicit accurate evidence of student understanding and model strategies for self-assessment, allowing students to successfully analyze their own progress toward goals.	Students take initiative to monitor their own understanding through planned tasks, assessments, and strategies of self-assessment to understand their progress, make adjustments, and identify new or alternative pathways and goals.
<b>Critical Attributes: Timely, Constructive Feedback</b>			
Students receive no feedback, or the only feedback given is global or for only a few students.	The teacher provides some feedback, but the feedback is unclear or not oriented toward Improvement or mastery.	Students receive timely, constructive feedback from the teacher or others that advances learning.	Students make decisions and assume responsibility for their learning using high-quality, Improvement-focused feedback from many sources.
<b>4b: Documenting Student Progress</b>			
<b>Unsatisfactory – 1</b>	<b>Basic – 2</b>	<b>Proficient – 3</b>	<b>Distinguished – 4</b>
There is no system for documenting student progress, the system is ineffective and inefficient, or it does not provide relevant information to students and those who support them.	The teacher documents some aspects of student progress, in a manner that is accessible to students and those who support them.	The teacher documents student progress towards mastery, focusing on the attainment of learning and developmental goals; students and those who support them engage in reflection on their learning progress.	Students monitor progress towards mastery in their own attainment of learning and development goals; they regularly analyze and discuss their progress with the teacher and those who support them.
<b>Critical Attributes: Student Progress Toward Mastery</b>			
The teacher does not adequately track student progress or the approach is not focused on mastery or aligned to goals.	The teacher tracks student progress towards mastery but it is not comprehensive or may not be useful to	There is a clear system for tracking progress towards mastery and the teacher communicates understandable and useful information to	Students are consistently aware of their own progress towards mastery of their goals; they are able to identify, reflect on, and discuss their strengths and

	students and those who support them.	students and those who support them.	needs based on clear evidence of progress.
<b>Critical Attributes: Shared Ownership</b>			
The teacher does not engage students or those who support them in setting, understanding, or monitoring progress toward goals.	The teacher makes attempts to engage students and those who support them in identifying goals and monitoring progress toward them, with partial success.	The teacher engages students and those who support them in setting and monitoring their progress toward their goals; students play an active role in analyzing and celebrating their success.	Students and those who support them are engaged as full Partners in setting goals, monitoring progress, and evaluating and celebrating success.
<b>Critical Attributes: Maintaining Reliable Records</b>			
The teacher does not have a tracking system for tracking student learning or other records, or the systems are inaccurate, confusing, or inaccessible.	The teacher has systems for tracking student learning and other records that are accessible to students and those who support them, but they are partially inaccurate or may not be comprehensive.	The teacher has accurate and accessible systems for tracking student learning and other records; they use these systems efficiently and effectively.	The teacher's systems are consistently accurate and effective; as appropriate, students contribute information and participate in maintaining reliable evidence of their learning and other records.
<b>Student Growth 6.1: Establish Student Growth Goal(s)</b>			
<b>Unsatisfactory – 1</b>	<b>Basic – 2</b>	<b>Proficient – 3</b>	<b>Distinguished – 4</b>
<p>The teacher does not develop a student growth goal.</p> <p>OR</p> <p>The teacher does not explain how the <b>knowledge of students</b> informed the goal.</p> <p>The goal does not address an <b>essential standard</b> for the teacher's content and grade level.</p> <p>The goal does not require students' <b>cognitive or emotional engagement</b>.</p>	<p>The teacher develops a student growth goal for students in one grade level or class.</p> <p>The teacher uses a single data element to explain how the <b>knowledge of students</b> informed the goal.</p> <p>The goal addresses an <b>essential standard</b> for the teacher's content and grade level.</p> <p>The goal requires students' <b>cognitive and emotional engagement</b>.</p>	<p>The teacher develops a student growth goal for students in one grade level or class.</p> <p>The teacher uses multiple data elements to explain how the <b>knowledge of students</b> informed the goal.</p> <p>The goal addresses an <b>essential standard</b> for the teacher's content and grade level.</p> <p>The goal requires students' <b>cognitive and emotional engagement</b>.</p>	<p>The teacher develops a student growth goal for students in one grade level or class.</p> <p>The teacher uses multiple data elements to explain how the <b>knowledge of students</b> informed the goal.</p> <p>The goal addresses an <b>essential standard</b> for the teacher's content and grade level.</p> <p>The goal requires students' <b>cognitive and emotional engagement</b>.</p> <p>The teacher explains to supervisor how the goal yields opportunities for leadership or for collaboration with colleagues to advance their</p>



			own or their collective professional learning.
<b>Student Growth 6.2: Achievement of Student Growth Goal(s)</b>			
<b>Unsatisfactory – 1</b>	<b>Basic – 2</b>	<b>Proficient – 3</b>	<b>Distinguished – 4</b>
<p>The teacher provides evidence of student progress on the stated learning goal from only summative assessments.</p> <p>There is no evidence of <b>student engagement in assessment</b> of their own progress.</p> <p>There is no evidence of opportunities for students to share <b>feedback on how they experienced the learning</b>.</p> <p>The teacher does not provide evidence of taking responsibility for student learning progress.</p> <p>The teacher does not identify the next steps for instruction OR the next steps are uninformed by information about students' progress.</p>	<p>The teacher provides evidence of student progress on the stated learning goal, which includes both <b>formative and summative assessments</b>.</p> <p>There is limited evidence of <b>student engagement in assessment</b> of their own progress.</p> <p>There is limited or no evidence of opportunities for students to share <b>feedback on how they experienced the learning</b>.</p> <p>The teacher reflects with supervisor on student learning progress generally. The reflection may be missing an analysis of why students did or did not make progress, and/or next steps for groups of students or individuals.</p> <p>The teacher's identified next steps for instruction are uninformed by student progress and students' experience of learning.</p>	<p>The teacher provides evidence of student progress on the stated learning goal, which includes both <b>formative and summative assessments</b>.</p> <p>There is evidence of <b>student engagement in assessment</b> and student monitoring of their own progress.</p> <p>There is evidence of opportunities for students to share <b>feedback on how they experienced the learning</b>.</p> <p>The teacher reflects with supervisor on the learning progress for three groups of students: Students who</p> <ul style="list-style-type: none"> <li>• exceeded the learning goal</li> <li>• met or nearly met the learning goal</li> <li>• did not yet meet the learning goal</li> </ul> <p>The reflection includes analysis of why students did or did not make progress, and next steps for each group.</p> <p>The teacher uses information from student progress and students' experience of learning to guide their next steps for instruction.</p>	<p>The teacher provides evidence of student progress on the stated learning goal, which includes both <b>formative and summative assessments</b>.</p> <p>There is evidence of <b>student engagement in assessment</b> and student monitoring of their own progress.</p> <p>There is evidence of opportunities for students to share <b>feedback on how they experienced the learning</b>.</p> <p>The teacher reflects with supervisor on the learning progress for three groups of students: Students who</p> <ul style="list-style-type: none"> <li>• exceeded the learning goal</li> <li>• met or nearly met the learning goal</li> <li>• did not yet meet the learning goal</li> </ul> <p>The teacher uses information from student progress and students' experience of learning to:</p> <ul style="list-style-type: none"> <li>• Guide their next steps for instruction, and</li> <li>• Effect changes in instructional practice or professional learning beyond their own classroom or context.</li> </ul>

Criterion 7: Communicating and collaborating with parents and the school community.			
4c: Engaging Families and Communities			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
The teacher does not engage students' families or the community, engages them infrequently, or does so disrespectfully.	The teacher makes some efforts to engage families and communities and does so in a respectful manner.	The teacher engages students' families and communities in a respectful and culturally responsive manner, making information readily available and inviting participation in the intellectual life of the classroom.	The teacher's frequent and ongoing engagement of families and communities demonstrates a clear value for the role they play in student learning and is focused on forging Partnerships that further the academic and personal success of each and every student.
Critical Attributes: Respect and Cultural Competence			
The teacher is unable to engage families or does so in ways that are disrespectful or demonstrate bias.	The teacher's efforts to engage families in communities are respectful and demonstrate some cultural awareness and a commitment to learn more.	The teacher engages families and communities with respect and cultural awareness, learning and affirming their values and cultural backgrounds.	The teacher, students, and families partner together to support student success in a manner that honors the contributions of all and focuses on meeting the needs of students.
Critical Attributes: Community Values			
The teacher does not take the values of families into account when planning learning experiences or designing learning environments.	The teacher makes some efforts to engage families and communities in contributing to the ethos and values of the learning community.	The teacher engages families in co-creating elements of the learning community that reflect the values of the larger community.	The teacher, students, and families partner together to establish a learning community that honors the ethos and values of all members.
Critical Attributes: Instructional Program			
Little or no information about the standards, curriculum, or learning expectations is available to parents.	The teacher shares basic information about the standards, curriculum, or learning expectations; the information is limited, inaccessible, or incomplete.	The teacher frequently shares accessible informative updates about the standards, curriculum, or learning expectations and seeks input from families.	The teacher partners with families to ensure that everyone who supports students understands the instructional program and has opportunities to engage thoughtfully in its development.
Critical Attributes: Engagement in Learning Experiences			
The teacher provides no opportunities for families to engage in learning experiences with students.	The teacher invites families to engage in learning experiences with students but with limited success.	The teacher includes families/caregivers in learning experiences by creating opportunities for them to support students and engage in the learning community.	The teacher views and incorporates families as essential partners in the learning experiences.

Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning.			
4d: Contributing to School and Community Culture			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
The teacher is not an active member of the school community or contributes negatively to the culture of learning and values of the school.	The teacher makes some contributions to the school culture, supporting professional learning and upholding the values of the school.	The teacher takes initiative in contributing to and leading events, programs, or activities that further the culture of learning in the school and brings the values of the school to life through modeling and positive action.	The teacher takes a leadership role in defining, modeling, and holding self and peers accountable to the values and intellectual life of the school, leading with an emphasis on meeting the needs of students and families.
Critical Attributes: Relational Trust and Collaborative Spirit			
The teacher's relationships with colleagues are characterized by negativity or combativeness.	The teacher has cordial relationships with colleagues but may not have established many trusting or collaborative relationships with colleagues.	The teacher has supportive and collaborative relationships with colleagues that are built on mutual respect and trust.	The teacher actively builds relational trust with colleagues and models collaboration focused on student success.
Critical Attributes: Culture of Inquiry and Innovation			
The teacher avoids activities promoting professional inquiry or only participates when required making few or negative contributions.	The teacher participates in professional inquiry with colleagues when invited to do so and occasionally contributes to their success.	The teacher regularly and actively participates in and contributes thoughtfully to professional inquiry.	The teacher takes a leadership role in promoting and ensuring the success of professional inquiry, modeling and supporting a culture of inquiry across the school.
Critical Attributes: Service to the School			
The teacher avoids involvement in school events, projects, and initiatives.	The teacher participates in school events, projects, and initiatives as expected.	The teacher makes a substantial contribution to school events, projects, and initiatives.	The teacher takes a leadership role in events, projects, and initiatives that contribute to the overall success of the school.
4e: Growing and Developing Professionally			
Unsatisfactory – 1	Basic – 2	Proficient – 3	Distinguished – 4
The teacher does not engage in professional inquiry or learning focused on developing knowledge, skills, and mindsets, or does so reluctantly.	The teacher engages in professional inquiry and learning focused on developing knowledge, skills, and mindsets individually and with colleagues that is typically arranged or directed by others.	The teacher directs their own professional inquiry in learning in collaboration with colleagues and demonstrates curiosity and energy for professional conversations and growth focused on developing	The teacher appropriately exercises autonomy to direct professional learning for themselves and their peers, taking a leadership role in the school, setting direction, and supporting colleagues to engage in inquiry and innovation.

		knowledge, skills, and mindsets.	
<b>Critical Attributes: Curiosity and Autonomy</b>			
The teacher demonstrates little or no interest in professional learning and takes no initiative to improve.	The teacher engages in recommended and available professional learning opportunities and takes some initiative in seeking additional opportunities for professional growth.	The teacher regularly seeks out and identifies high quality opportunities to grow and learn, identifying problems of practice or areas of inquiry that inform individual and collaborative learning opportunities.	The teacher takes a leadership role in the school, directing their own and others' learning as appropriate based on an inquiry-driven approach that prioritizes the needs of students.
<b>Critical Attributes: Developing Cultural Competence</b>			
The teacher demonstrates little or no cultural knowledge or awareness or assigns negative value to cultural differences.	The teacher has some cultural knowledge, is developing understanding of the values and beliefs of other cultures, and is beginning to engage in the reflective work necessary to become more culturally competent.	The teacher accepts and respects cultural differences and actively seeks to understand the influence of culture, bias, and inequities on students' success.	The teacher demonstrates cultural competence, is continually assessing and developing their own knowledge and skills, and leads others in the school community to develop new approaches that value differences and address inequities.
<b>Critical Attributes: Enhancing Knowledge and Skills</b>			
The teacher does not stay current on content and pedagogical knowledge.	The teacher engages in activities designed specifically to strengthen content and pedagogical knowledge and deeper understanding of curriculum.	The teacher takes initiative and deepening content knowledge and understanding the curriculum individually and in collaboration with colleagues.	The teacher is an expert and leader in understanding and continuously improving and refining their knowledge of content, pedagogy, and curriculum.
<b>Critical Attributes: Seeking and Acting on Feedback</b>			
The teacher resists discussing feedback on their practice or ignores feedback that is given.	The teacher invites, accepts, and acts on feedback given by colleagues.	The teacher invites feedback from colleagues, plays an active role in the analysis of practice, and works collaboratively to understand and act on feedback.	The teacher takes a leadership role in the school supporting a culture of growth and modeling a process for seeking, providing, and acting on feedback.
<b>4f: Acting in Service of Students</b>			
<b>Unsatisfactory – 1</b>	<b>Basic – 2</b>	<b>Proficient – 3</b>	<b>Distinguished – 4</b>
The teacher acts unethically and does not understand the	The teacher acts ethically and attempts to make deliberate	The teacher models high standards of ethical practice and wise	The teacher is a leader in the school defining and upholding high standards



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## KSD COMPREHENSIVE OBSERVATION &amp; EVALUATION FORM

needs of students or make decisions in their best interest.	decisions in the best interest of students, families, and colleagues.	decision-making on behalf of students, families, and colleagues.	of ethical practice and modeling wise decision making that honors the inherent worth and dignity of each and every student and prioritizes their needs.
<b>Critical Attributes: Acting with Care, Honesty, and Integrity</b>			
The teacher's actions are uncaring or dishonest.	The teacher acts honestly and with care and integrity.	The teacher is known for and looked to as a model of care, honesty, and integrity.	The teacher is a leader in the school in modeling and upholding care, honesty, and integrity, and encourages students and teachers to seek opportunities to develop these qualities.
<b>Critical Attributes: Ethical Decision-Making</b>			
The teacher makes unwise, rushed, or heated decisions or makes decisions that are self-serving.	The teacher seeks to make wise, discerning decisions in the best interest of students and engages others stakeholders in these decisions whenever possible or practical.	The teacher makes wise, discerning decisions in the best interest of students even under challenging circumstances or when priorities or values collide.	The teacher is a leader in the school in modeling and upholding wise decision making that is in the best interest of students, families, and colleagues, and supports students and colleagues to develop their capacity to be more discerning.
<b>Critical Attributes: Advocacy</b>			
The teacher fails to act on behalf of students when deliberate action is warranted.	The teacher addresses the needs of students through their actions but may do so inconsistently or with partial success.	The teacher is an advocate for all students in and beyond the classroom, taking deliberate action on their behalf that aligns with the school's and community's values.	The teacher serves as a model of advocacy for students in acts as a leader in the school, identifying and working to change policies and practices that do not align with community values or may cause harm to students.
<b>Student Growth 8.1: Establish Team Student Growth Goal(s)</b>			
<b>Unsatisfactory – 1</b>	<b>Basic – 2</b>	<b>Proficient – 3</b>	<b>Distinguished – 4</b>
The teacher does not collaboratively develop the student growth goal. OR Collaboration does not yield a goal that: • Is informed by <b>knowledge of students</b>	The teacher collaborates with other grade, school, or district team members to develop the student growth goal. The team uses a single data element to explain how <b>knowledge of</b>	The teacher collaborates with other grade, school, or district team members to develop the student growth goal. The team uses multiple data elements to explain how <b>knowledge of students</b> informed the goal.	The teacher collaborates with other grade, school, or district team members to develop the student growth goal. The team uses multiple data elements to explain how <b>knowledge of students</b> informed the goal.

<ul style="list-style-type: none"> <li>Addresses an <b>essential standard</b> for the teacher's content and grade level</li> <li>Require <b>cognitive or emotional engagement</b></li> </ul> <p>The 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><b>students</b> informed the goal.</p> <p>The goal addresses an <b>essential standard</b> for the teacher's content and grade level. (Goal may not necessarily be the same for all team members.)</p> <p>The goal requires students' <b>cognitive and emotional engagement</b>.</p>	<p>The goal addresses an <b>essential standard</b> for the teacher's content and grade level. (Goal may not necessarily be the same for all team members.)</p> <p>The goal requires students' <b>cognitive and emotional engagement</b>.</p> <p>The teacher follows through with team decisions regarding instruction and assessment.</p>	<p>The goal addresses an <b>essential standard</b> for the teacher's content and grade level. (Goal may not necessarily be the same for all team members.)</p> <p>The goal requires students' <b>cognitive and emotional engagement</b>.</p> <p>The teacher follows through with team decisions regarding instruction and assessment.</p> <p>The teacher helps develop other team members' capacity to be effective.</p>
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# APPENDIX J KSD COMPREHENSIVE OBSERVATION & EVALUATION FORM

Teacher Name: \_\_\_\_\_ Academic Year: \_\_\_\_\_

Observation Number: 1      2      3      Date: \_\_\_\_\_

Final Evaluation: \_\_\_\_\_ Date: \_\_\_\_\_

Preliminary Score (Total of 8 Criterion Scores):								
1	2	3	4	5	6	7	8	Total Score

**CHECK PRELIMINARY SUMMATIVE RATING**

☐ Unsatisfactory = 8 – 14; ☐ Basic = 15 – 21; ☐ Proficient = 22 – 28; ☐ Distinguished = 29 – 32

Student Growth Rubric Scores			Total Student Growth Score
SG 3.1	Establish Student Growth Goal(s): Subgroup of students		
SG 3.2	Achievement of Student Growth Goals(s): Subgroup of students		
SG 6.1	Establish Student Growth Goal(s): Classroom of students		
SG 6.2	Achievement of Student Growth Goal(s): Classroom of students		
SG 8.1	Establish Team Student Growth Goal(s)		

Student Growth Impact Rating: The sum of all 5 student growth components from criteria 3,6 & 8  
 Low\* 5-12      Average 13-17      High 18-20  
 \*Educators with a distinguished summative rating, but a low student impact rating, cannot be rated higher than proficient.

OVERALL SUMMARY: Distinguished ☐ Proficient ☐ Basic ☐ Unsatisfactory ☐

Evaluator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Certificated Employee Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Note: The employee shall sign the Evaluation Form to indicate that he/she has received a copy and a conference was held. The signature of the employee does not necessarily imply that the employee agrees with the contents of the final evaluation. The employee has the right to attach his/her own comments, which shall become part of this evaluation form.

## *Certificated Teacher Focused Summative Scoring Document*

### *Criterion 1: Danielson Framework (2022)*

The purpose of this document is to capture progress over the course of the year and to facilitate a growth-focused conversation.

Teacher: _____	Grade Level(s): _____	Date: _____
Evaluator: _____	District/School: _____	School Year: _____
Comprehensive Score*: _____	From School Year: _____	

\*The final focused summative rating will be the same as the Comprehensive score unless it is a 3 and evidence during this evaluation period indicates a level 4 practice.

#### Criterion 1: Centering instruction on high expectations for student achievement

	Unsatisfactory	Basic	Proficient	Distinguished
<b>2b: Fostering a Culture for Learning</b>	The culture of the class is not conducive to learning and does not support development.	The culture of the class is somewhat conducive to learning and development.	The culture of the class is characterized by high expectations and supports students' learning and development.	Students play an active role in establishing a culture that consistently fosters dialogue, reflection, and growth, allowing all students to experience success.
<b>3a: Communicating About Purpose and Content</b>	Communication about purpose and content is unclear or confusing and hinders student learning.	Communication about purpose and content is mostly clear and accurate; it partially supports learning.	Communication about purpose and content is accurate and clear to students; it supports their active engagement in learning experiences and	Communication about purpose and content is rich, nuanced, and relevant to students inviting them to think critically and contribute intellectually; it



	Unsatisfactory	Basic	Proficient	Distinguished
<b>3c: Engaging Student in Learning</b>	Learning experiences do not require active intellectual engagement by students.	Learning experiences partially engage students intellectually; the activities require students to do some thinking.	Learning experiences support curiosity and exploration and encourage higher-order thinking; students engage in multiple ways and represent their ideas and responses through multiple means.	Students take initiative to increase the challenge or complexity of learning experiences; and make suggestions for modifications that increase meaning and relevance.
<b>3.1: Establish Student Growth Goal(s)</b>	<p>The teacher does not develop a student growth goal for a group of students within a class who are not yet reaching full learning potential.</p> <p>OR</p> <p>The teacher does not explain how the <b>knowledge of individual students</b> informed the goal.</p> <p>The goal does not address an <b>essential standard</b> for the teacher's content and grade level.</p>	<p>The teacher develops a student growth goal for a group of students within a class who are not yet reaching full learning potential.</p> <p>The teacher explains how the <b>knowledge of students</b> informed the goal for the students as a group, but not as individuals.</p> <p>The goal addresses an <b>essential standard</b> for the teacher's content and grade level.</p> <p>The goal requires students' <b>cognitive and emotional engagement</b>.</p>	<p>The teacher develops a student growth goal for a group of students, within a class, who are not yet reaching full learning potential.</p> <p>The teacher explains how the <b>knowledge of individual students</b> informed the goal in specific ways.</p> <p>The goal addresses an <b>essential standard</b> for the teacher's content and grade level.</p> <p>The goal requires students' <b>cognitive and emotional engagement</b>.</p>	<p>The teacher develops a student growth goal for a group of students, within a class, who are not yet reaching full learning potential.</p> <p>The teacher explains how the <b>knowledge of individual students</b> informed the goal in specific ways.</p> <p>The goal addresses an <b>essential standard</b> for the teacher's content and grade level.</p> <p>The goal requires students' <b>cognitive and emotional engagement</b>.</p>

# KSD FOCUSED OBSERVATION & EVALUATION FORM

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	Unsatisfactory	Basic	Proficient	Distinguished
	<p>The goal does not require students' <b>cognitive or emotional engagement</b>.</p> <p>The teacher does not communicate with students' families about the goal.</p>	<p>The teacher communicates the goal to students' families.</p>	<p>The teacher seeks and considers, when provided, input from students' families in developing the goal.</p>	<p>The teacher seeks and considers, when provided, input from students' families in developing the goal.</p> <p>The teacher explains to supervisor how the goal yields opportunities for leadership or for collaboration with colleagues to advance their own or their collective professional learning.</p>
<p><b>3.2: Achievement of Student Growth Goal(s)</b></p>	<p>The teacher provides evidence of student progress on the stated learning goal from only summative assessments.</p> <p>There is no evidence of <b>student engagement in assessment</b> of their own progress.</p> <p>There is no evidence of opportunities for students to share <b>feedback on how they experienced the learning</b>.</p>	<p>The teacher provides evidence of student progress on the stated learning goal, which includes both <b>formative and summative assessments</b>.</p> <p>There is limited evidence of <b>student engagement in assessment</b> of their own progress.</p> <p>There is limited or no evidence of opportunities for students to share <b>feedback on how they experienced the learning</b>.</p>	<p>The teacher provides evidence of student progress on the stated learning goal, which includes both <b>formative and summative assessments</b>.</p> <p>There is evidence of <b>student engagement in assessment</b> and student monitoring of their own progress.</p> <p>There is evidence of opportunities for students to share <b>feedback on how</b></p>	<p>The teacher provides evidence of student progress on the stated learning goal, which includes both <b>formative and summative assessments</b>.</p> <p>There is evidence of <b>student engagement in assessment</b> and student monitoring of their own progress.</p> <p>There is evidence of opportunities for students to share <b>feedback on how</b></p>

	Unsatisfactory	Basic	Proficient	Distinguished
	<p>The teacher does not provide evidence of reflecting on how the learning activities and instructional decisions impacted student learning progress.</p> <p>The teacher does not identify the next steps for instruction OR the next steps are uninformed by information about students' progress.</p>	<p>The teacher reflects with supervisor on student learning progress overall, but not for specific students. The reflection may not establish how the learning activities and instructional decisions impacted student progress.</p> <p>The teacher's identified next steps for instruction are uninformed by student progress and students' experience of learning.</p>	<p><b>they experienced the learning.</b></p> <p>The teacher reflects with supervisor on the learning progress for the individual students in this group; the reflection includes an analysis of how the learning activities and instructional decisions impacted student progress.</p> <p>The teacher uses information from student progress and students' experience of learning to guide their next steps for instruction.</p>	<p><b>they experienced the learning.</b></p> <p>The teacher reflects with supervisor on learning progress for the individual students in this group; the reflection includes an analysis of how the learning activities and instructional decisions impacted student progress.</p> <p>The teacher uses information from student progress and students' experience of learning to:</p> <ul style="list-style-type: none"> <li>• Guide their next steps for instruction, and</li> <li>• Effect changes in instructional practice or professional learning beyond their own classroom or context.</li> </ul>
<b>6.1: Establish Student Growth Goal(s)</b>	<p>The teacher does not develop a student growth goal.</p> <p>OR</p> <p>The teacher does not explain how the</p>	<p>The teacher develops a student growth goal for students in one grade level or class.</p> <p>The teacher uses a single data element to explain how the</p>	<p>The teacher develops a student growth goal for students in one grade level or class.</p> <p>The teacher uses multiple data elements to explain how the <b>knowledge of</b></p>	<p>The teacher develops a student growth goal for students in one grade level or class.</p> <p>The teacher uses multiple data elements to explain how the <b>knowledge of</b></p>

	Unsatisfactory	Basic	Proficient	Distinguished
	<p><b>knowledge of students</b> informed the goal.</p> <p>The goal does not address an <b>essential standard</b> for the teacher's content and grade level.</p> <p>The goal does not require students' <b>cognitive or emotional engagement</b>.</p>	<p><b>knowledge of students</b> informed the goal.</p> <p>The goal addresses an <b>essential standard</b> for the teacher's content and grade level.</p> <p>The goal requires students' <b>cognitive and emotional engagement</b>.</p>	<p><b>students</b> informed the goal.</p> <p>The goal addresses an <b>essential standard</b> for the teacher's content and grade level.</p> <p>The goal requires students' <b>cognitive and emotional engagement</b>.</p>	<p><b>students</b> informed the goal.</p> <p>The goal addresses an <b>essential standard</b> for the teacher's content and grade level.</p> <p>The goal requires students' <b>cognitive and emotional engagement</b>.</p> <p>The teacher explains to supervisor how the goal yields opportunities for leadership or for collaboration with colleagues to advance their own or their collective professional learning.</p>
<p><b>6.2: Achievement of Student Growth Goal(s)</b></p>	<p>The teacher provides evidence of student progress on the stated learning goal from only summative assessments.</p> <p>There is no evidence of <b>student engagement in assessment</b> of their own progress.</p> <p>There is no evidence of opportunities for students</p>	<p>The teacher provides evidence of student progress on the stated learning goal, which includes both <b>formative and summative assessments</b>.</p> <p>There is limited evidence of <b>student engagement in assessment</b> of their own progress.</p>	<p>The teacher provides evidence of student progress on the stated learning goal, which includes both <b>formative and summative assessments</b>.</p> <p>There is evidence of <b>student engagement in assessment</b> and student monitoring of their own progress.</p>	<p>The teacher provides evidence of student progress on the stated learning goal, which includes both <b>formative and summative assessments</b>.</p> <p>There is evidence of <b>student engagement in assessment</b> and student monitoring of their own progress.</p>

	Unsatisfactory	Basic	Proficient	Distinguished
	<p>to share <b>feedback on how they experienced the learning.</b></p> <p>The teacher does not provide evidence of taking responsibility for student learning progress.</p> <p>The teacher does not identify the next steps for instruction OR the next steps are uninformed by information about students' progress.</p>	<p>There is limited or no evidence of opportunities for students to share <b>feedback on how they experienced the learning.</b></p> <p>The teacher reflects with supervisor on student learning progress generally. The reflection may be missing an analysis of why students did or did not make progress, and/or next steps for groups of students or individuals.</p> <p>The teacher's identified next steps for instruction are uninformed by student progress and students' experience of learning.</p>	<p>There is evidence of opportunities for students to share <b>feedback on how they experienced the learning.</b></p> <p>The teacher reflects with supervisor on the learning progress for three groups of students: Students who</p> <ul style="list-style-type: none"> <li>• exceeded the learning goal</li> <li>• met or nearly met the learning goal</li> <li>• did not yet meet the learning goal</li> </ul> <p>The reflection includes analysis of why students did or did not make progress, and next steps for each group.</p> <p>The teacher uses information from student progress and students' experience of learning to guide their next steps for instruction.</p>	<p>There is evidence of opportunities for students to share <b>feedback on how they experienced the learning.</b></p> <p>The teacher reflects with supervisor on the learning progress for three groups of students: Students who</p> <ul style="list-style-type: none"> <li>• exceeded the learning goal</li> <li>• met or nearly met the learning goal</li> <li>• did not yet meet the learning goal</li> </ul> <p>The teacher uses information from student progress and students' experience of learning to:</p> <ul style="list-style-type: none"> <li>• Guide their next steps for instruction, and</li> <li>• Effect changes in instructional practice or professional learning beyond their own classroom or context.</li> </ul>

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**As we look toward next year, do you feel that your practice would be enhanced by continuing with this criterion? Or, might it be time to consider further developing your skills with a different criterion?**

Given your response to the previous question, what supports can I, as your evaluator, provide for you to maximize your growth next year?

**Evaluator Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Employee Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

# Certificated Teacher Focused Summative Scoring Document

## Criterion 2: Danielson Framework (2022)

The purpose of this document is to capture progress over the course of the year and to facilitate a growth-focused conversation.

Teacher: _____	Grade Level(s): _____	Date: _____
Evaluator: _____	District/School: _____	School Year: _____
Comprehensive Score*: _____	From School Year: _____	

\*The final focused summative rating will be the same as the Comprehensive score unless it is a 3 and evidence during this evaluation period indicates a level 4 practice.

### Criterion 2: Demonstrating effective teaching practices

	Unsatisfactory	Basic	Proficient	Distinguished
<b>3b: Using Questioning and Discussion Techniques</b>	Questioning and discussion are absent or do not support learning and development.	Questioning and discussion, primarily framed and led by the teacher, are used to support student learning and development.	Questioning and discussion, framed or led by the teacher and students, effectively support critical thinking, reasoning, and reflection.	Students intentionally use questioning and discussion to develop their own and others thinking, reasoning skills, and habits of reflection.
<b>4a: Engaging in Reflective Practice</b>	The teacher does not appear to engage in reflective practice; does not know whether students achieved the outcomes, or misjudges	The teacher's reflective practice leads to some accurate assessment of student success of instruction but does not follow through	The teacher's reflective practice, based on consideration of evidence of student learning and development, leads to an accurate assessment of the	The teacher consistently engages in reflective practice that leads to a thorough and accurate assessment of the success of instruction, exploration



# KSD FOCUSED OBSERVATION & EVALUATION FORM

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	Unsatisfactory	Basic	Proficient	Distinguished
	the success of the instruction.	with analysis and changes to practice.	success of instruction and results in specific changes and adjustments.	of new ideas and approaches, and ongoing changes to practices and mindsets focused on supporting students who need it most.
3.1: Establish Student Growth Goal(s)	<p>The teacher does not develop a student growth goal for a group of students within a class who are not yet reaching full learning potential.</p> <p>OR</p> <p>The teacher does not explain how the <b>knowledge of individual students</b> informed the goal.</p> <p>The goal does not address an <b>essential standard</b> for the teacher's content and grade level.</p> <p>The goal does not require students' <b>cognitive or emotional engagement</b>.</p> <p>The teacher does not communicate with</p>	<p>The teacher develops a student growth goal for a group of students within a class who are not yet reaching full learning potential.</p> <p>The teacher explains how the <b>knowledge of students</b> informed the goal for the students as a group, but not as individuals.</p> <p>The goal addresses an <b>essential standard</b> for the teacher's content and grade level.</p> <p>The goal requires students' <b>cognitive and emotional engagement</b>.</p> <p>The teacher communicates the goal to students' families.</p>	<p>The teacher develops a student growth goal for a group of students, within a class, who are not yet reaching full learning potential.</p> <p>The teacher explains how the <b>knowledge of individual students</b> informed the goal in specific ways.</p> <p>The goal addresses an <b>essential standard</b> for the teacher's content and grade level.</p> <p>The goal requires students' <b>cognitive and emotional engagement</b>.</p> <p>The teacher seeks and considers, when provided, input from students' families in developing the goal.</p>	<p>The teacher develops a student growth goal for a group of students, within a class, who are not yet reaching full learning potential.</p> <p>The teacher explains how the <b>knowledge of individual students</b> informed the goal in specific ways.</p> <p>The goal addresses an <b>essential standard</b> for the teacher's content and grade level.</p> <p>The goal requires students' <b>cognitive and emotional engagement</b>.</p> <p>The teacher seeks and considers, when provided, input from students' families in developing the goal.</p>



	Unsatisfactory	Basic	Proficient	Distinguished
	students' families about the goal.			The teacher explains to supervisor how the goal yields opportunities for leadership or for collaboration with colleagues to advance their own or their collective professional learning.
<b>3.2: Achievement of Student Growth Goal(s)</b>	<p>The teacher provides evidence of student progress on the stated learning goal from only summative assessments.</p> <p>There is no evidence of <b>student engagement in assessment</b> of their own progress.</p> <p>There is no evidence of opportunities for students to share <b>feedback on how they experienced the learning</b>.</p> <p>The teacher does not provide evidence of reflecting on how the learning activities and instructional decisions impacted student learning progress.</p>	<p>The teacher provides evidence of student progress on the stated learning goal, which includes both <b>formative and summative assessments</b>.</p> <p>There is limited evidence of <b>student engagement in assessment</b> of their own progress.</p> <p>There is limited or no evidence of opportunities for students to share <b>feedback on how they experienced the learning</b>.</p> <p>The teacher reflects with supervisor on student learning progress overall, but not for specific students. The reflection may not establish how the learning activities</p>	<p>The teacher provides evidence of student progress on the stated learning goal, which includes both <b>formative and summative assessments</b>.</p> <p>There is evidence of <b>student engagement in assessment</b> and student monitoring of their own progress.</p> <p>There is evidence of opportunities for students to share <b>feedback on how they experienced the learning</b>.</p> <p>The teacher reflects with supervisor on the learning progress for the individual students in this group; the</p>	<p>The teacher provides evidence of student progress on the stated learning goal, which includes both <b>formative and summative assessments</b>.</p> <p>There is evidence of <b>student engagement in assessment</b> and student monitoring of their own progress.</p> <p>There is evidence of opportunities for students to share <b>feedback on how they experienced the learning</b>.</p> <p>The teacher reflects with supervisor on learning progress for the individual students in this group; the</p>

# KSD FOCUSED OBSERVATION & EVALUATION FORM

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	Unsatisfactory	Basic	Proficient	Distinguished
	The teacher does not identify the next steps for instruction OR the next steps are uninformed by information about students' progress.	and instructional decisions impacted student progress.  The teacher's identified next steps for instruction are uninformed by student progress and students' experience of learning.	reflection includes an analysis of how the learning activities and instructional decisions impacted student progress.  The teacher uses information from student progress and students' experience of learning to guide their next steps for instruction.	reflection includes an analysis of how the learning activities and instructional decisions impacted student progress.  The teacher uses information from student progress and students' experience of learning to: <ul style="list-style-type: none"> <li>• Guide their next steps for instruction, and</li> <li>• Effect changes in instructional practice or professional learning beyond their own classroom or context.</li> </ul>
<b>6.1: Establish Student Growth Goal(s)</b>	The teacher does not develop a student growth goal.  OR  The teacher does not explain how the <b>knowledge of students</b> informed the goal.  The goal does not address an <b>essential standard</b> for the teacher's content and grade level.	The teacher develops a student growth goal for students in one grade level or class.  The teacher uses a single data element to explain how the <b>knowledge of students</b> informed the goal.  The goal addresses an <b>essential standard</b> for the teacher's content and grade level.	The teacher develops a student growth goal for students in one grade level or class.  The teacher uses multiple data elements to explain how the <b>knowledge of students</b> informed the goal.  The goal addresses an <b>essential standard</b> for the teacher's content and grade level.	The teacher develops a student growth goal for students in one grade level or class.  The teacher uses multiple data elements to explain how the <b>knowledge of students</b> informed the goal.  The goal addresses an <b>essential standard</b> for the teacher's content and grade level.

	Unsatisfactory	Basic	Proficient	Distinguished
	The goal does not require students' <b>cognitive or emotional engagement</b> .	The goal requires students' <b>cognitive and emotional engagement</b> .	The goal requires students' <b>cognitive and emotional engagement</b> .	The goal requires students' <b>cognitive and emotional engagement</b> .  The teacher explains to supervisor how the goal yields opportunities for leadership or for collaboration with colleagues to advance their own or their collective professional learning.
<b>6.2: Achievement of Student Growth Goal(s)</b>	The teacher provides evidence of student progress on the stated learning goal from only summative assessments.  There is no evidence of <b>student engagement in assessment</b> of their own progress.  There is no evidence of opportunities for students to share <b>feedback on how they experienced the learning</b> .  The teacher does not provide evidence of taking	The teacher provides evidence of student progress on the stated learning goal, which includes both <b>formative and summative assessments</b> .  There is limited evidence of <b>student engagement in assessment</b> of their own progress.  There is limited or no evidence of opportunities for students to share <b>feedback on how they experienced the learning</b> .  The teacher reflects with supervisor on student	The teacher provides evidence of student progress on the stated learning goal, which includes both <b>formative and summative assessments</b> .  There is evidence of <b>student engagement in assessment</b> and student monitoring of their own progress.  There is evidence of opportunities for students to share <b>feedback on how they experienced the learning</b> .	The teacher provides evidence of student progress on the stated learning goal, which includes both <b>formative and summative assessments</b> .  There is evidence of <b>student engagement in assessment</b> and student monitoring of their own progress.  There is evidence of opportunities for students to share <b>feedback on how they experienced the learning</b> .

	Unsatisfactory	Basic	Proficient	Distinguished
	<p>responsibility for student learning progress.</p> <p>The teacher does not identify the next steps for instruction OR the next steps are uninformed by information about students' progress.</p>	<p>learning progress generally. The reflection may be missing an analysis of why students did or did not make progress, and/or next steps for groups of students or individuals.</p> <p>The teacher's identified next steps for instruction are uninformed by student progress and students' experience of learning.</p>	<p>The teacher reflects with supervisor on the learning progress for three groups of students: Students who</p> <ul style="list-style-type: none"> <li>• exceeded the learning goal</li> <li>• met or nearly met the learning goal</li> <li>• did not yet meet the learning goal</li> </ul> <p>The reflection includes analysis of why students did or did not make progress, and next steps for each group.</p> <p>The teacher uses information from student progress and students' experience of learning to guide their next steps for instruction.</p>	<p>The teacher reflects with supervisor on the learning progress for three groups of students: Students who</p> <ul style="list-style-type: none"> <li>• exceeded the learning goal</li> <li>• met or nearly met the learning goal</li> <li>• did not yet meet the learning goal</li> </ul> <p>The teacher uses information from student progress and students' experience of learning to:</p> <ul style="list-style-type: none"> <li>• Guide their next steps for instruction, and</li> <li>• Effect changes in instructional practice or professional learning beyond their own classroom or context.</li> </ul>

Reflective Questions	
As we look toward next year, do you feel that your practice would be enhanced by continuing with this criterion? Or, might it be time to consider further developing your skills with a different criterion?	
Given your response to the previous question, what supports can I, as your evaluator, provide for you to maximize your growth next year?	

Both signatures are required. The signing of this instrument acknowledges participation in but not necessarily concurrence with the evaluation. (Attach teacher comments if desired.)

Evaluator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Employee Signature: \_\_\_\_\_ Date: \_\_\_\_\_



*Certificated Teacher Focused Summative Scoring Document*  
*Criterion 3: Danielson Framework (2022)*

The purpose of this document is to capture progress over the course of the year and to facilitate a growth-focused conversation.

Teacher: _____	Grade Level(s): _____	Date: _____
Evaluator: _____	District/School: _____	School Year: _____
Comprehensive Score*: _____	From School Year: _____	

\*The final focused summative rating will be the same as the Comprehensive score unless it is a 3 and evidence during this evaluation period indicates a level 4 practice.

**Criterion 3: Recognizing individual student learning needs and developing strategies to address those needs**

	Unsatisfactory	Basic	Proficient	Distinguished
<b>1b: Knowing and Valuing Students</b>	The teacher lacks sufficient knowledge of students to support student learning or development.	The teacher's knowledge of students' identities, as well as their strengths and needs, partially supports learning and development.	The teacher's knowledge of students supports learning and development and enables the teacher to build upon student assets.	The teacher's knowledge of students is extensive and fosters student learning and development to support academic and personal success.
<b>3e:</b>	The teacher makes no adjustments to learning experiences, even when warranted, and is not	The teacher makes some adjustments to learning experiences and is responsive	The teachers' adjustments and responsiveness lead to deeper understanding for	Based on self-monitoring and reflection, students voice their needs, ask questions, and make

	Unsatisfactory	Basic	Proficient	Distinguished
Responding Flexibly to Student Needs	responsive to student needs.	to student needs with partial success.	students and new learning experiences.	suggestions that lead to adjustments and modifications or spark new learning opportunities.
3.1: Establish Student Growth Goal(s)	The teacher does not develop a student growth goal for a group of students within a class who are not yet reaching full learning potential.	The teacher develops a student growth goal for a group of students within a class who are not yet reaching full learning potential.	The teacher develops a student growth goal for a group of students, within a class, who are not yet reaching full learning potential.	The teacher develops a student growth goal for a group of students, within a class, who are not yet reaching full learning potential.
	OR			
	The teacher does not explain how the <b>knowledge of individual students</b> informed the goal.	The teacher explains how the <b>knowledge of students</b> informed the goal for the students as a group, but not as individuals.	The teacher explains how the <b>knowledge of individual students</b> informed the goal in specific ways.	The teacher explains how the <b>knowledge of individual students</b> informed the goal in specific ways.
	The goal does not address an <b>essential standard</b> for the teacher's content and grade level.	The goal addresses an <b>essential standard</b> for the teacher's content and grade level.	The goal addresses an <b>essential standard</b> for the teacher's content and grade level.	The goal addresses an <b>essential standard</b> for the teacher's content and grade level.
	The goal does not require students' <b>cognitive or emotional engagement</b> .  The teacher does not communicate with students' families about the goal.	The goal requires students' <b>cognitive and emotional engagement</b> .  The teacher communicates the goal to students' families.	The goal requires students' <b>cognitive and emotional engagement</b> .  The teacher seeks and considers, when provided, input from students' families in developing the goal.	The goal requires students' <b>cognitive and emotional engagement</b> .  The teacher seeks and considers, when provided, input from students' families in developing the goal.

	Unsatisfactory	Basic	Proficient	Distinguished
3.2: Achievement of Student Growth Goal(s)	<p>The teacher provides evidence of student progress on the stated learning goal from only summative assessments.</p> <p>There is no evidence of <b>student engagement in assessment</b> of their own progress.</p> <p>There is no evidence of opportunities for students to share <b>feedback on how they experienced the learning</b>.</p> <p>The teacher does not provide evidence of reflecting on how the learning activities and instructional decisions impacted student learning progress.</p>	<p>The teacher provides evidence of student progress on the stated learning goal, which includes both <b>formative and summative assessments</b>.</p> <p>There is limited evidence of <b>student engagement in assessment</b> of their own progress.</p> <p>There is limited or no evidence of opportunities for students to share <b>feedback on how they experienced the learning</b>.</p> <p>The teacher reflects with supervisor on student learning progress overall, but not for specific students. The reflection may not establish how the learning activities</p>	<p>The teacher provides evidence of student progress on the stated learning goal, which includes both <b>formative and summative assessments</b>.</p> <p>There is evidence of <b>student engagement in assessment</b> and student monitoring of their own progress.</p> <p>There is evidence of opportunities for students to share <b>feedback on how they experienced the learning</b>.</p> <p>The teacher reflects with supervisor on the learning progress for the individual students in this group; the reflection includes an</p>	<p>The teacher explains to supervisor how the goal yields opportunities for leadership or for collaboration with colleagues to advance their own or their collective professional learning.</p> <p>The teacher provides evidence of student progress on the stated learning goal, which includes both <b>formative and summative assessments</b>.</p> <p>There is evidence of <b>student engagement in assessment</b> and student monitoring of their own progress.</p> <p>There is evidence of opportunities for students to share <b>feedback on how they experienced the learning</b>.</p> <p>The teacher reflects with supervisor on learning progress for the individual students in this group; the reflection includes an</p>



	Unsatisfactory	Basic	Proficient	Distinguished
	The teacher does not identify the next steps for instruction OR the next steps are uninformed by information about students' progress.	The teacher's identified next steps for instruction are uninformed by student progress and students' experience of learning.	<p>analysis of how the learning activities and instructional decisions impacted student progress.</p> <p>The teacher uses information from student progress and students' experience of learning to guide their next steps for instruction.</p>	<p>analysis of how the learning activities and instructional decisions impacted student progress.</p> <p>The teacher uses information from student progress and students' experience of learning to:</p> <ul style="list-style-type: none"> <li>• Guide their next steps for instruction, and</li> <li>• Effect changes in instructional practice or professional learning beyond their own classroom or context.</li> </ul>

<p><b>Reflective Questions</b></p> <p>As we look toward next year, do you feel that your practice would be enhanced by continuing with this criterion? Or, might it be time to consider further developing your skills with a different criterion?</p>
<p>Given your response to the previous question, what supports can I, as your evaluator, provide for you to maximize your growth next year?</p>

<b>Reflective Questions</b>

Both signatures are required. The signing of this instrument acknowledges participation in but not necessarily concurrence with the evaluation. (Attach teacher comments if desired.)

**Evaluator Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Employee Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

*Certificated Teacher Focused Summative Scoring Document*  
*Criterion 4: Danielson Framework (2022)*

The purpose of this document is to capture progress over the course of the year and to facilitate a growth-focused conversation.

Teacher: _____	Grade Level(s): _____	Date: _____
Evaluator: _____	District/School: _____	School Year: _____
Comprehensive Score*: _____	From School Year: _____	

\*The final focused summative rating will be the same as the Comprehensive score unless it is a 3 and evidence during this evaluation period indicates a level 4 practice.

**Criterion 4: Providing clear and intentional focus on subject matter content and curriculum**

	Unsatisfactory	Basic	Proficient	Distinguished
1a: Applying Knowledge of Content and Pedagogy	The teacher lacks sufficient knowledge of content and pedagogy to support student learning of the content.	The teacher's understanding of content and pedagogy partially supports student learning of the content.	The teacher's understanding of content and pedagogy supports student learning of the content.	The teacher's understanding of content and pedagogy fosters deeper learning, student agency, and intellectual dispositions such as curiosity, reasoning, and reflection.

	Unsatisfactory	Basic	Proficient	Distinguished
<b>1c: Setting Instructional Outcomes</b>	Instructional outcomes are not identified, are not rigorous, or are inappropriate.	Instructional outcomes are moderately rigorous and are appropriate for most students in the class.	Instructional outcomes are rigorous and appropriate for students.	Instructional outcomes represent high-level learning of important content and support student autonomy, curiosity and intellectual risk-taking.
<b>1d: Using Resources Effectively</b>	The teacher is not aware of, or does not appropriately or effectively use, instructional materials and other resources to support student learning and development.	The teacher understands and uses instructional materials and other resources to support student learning and development, but these resources represent only a narrow band of what is available.	The teacher's knowledge of instructional materials and other resources leads to discerning choices to support learning and development.	The teacher makes deliberate decisions in the use of instructional materials and other resources to meet individual student needs and support student autonomy and intellectual engagement.
<b>1e: Planning Coherent Instruction</b>	The design of learning experiences does not support student engagement with important content.	Learning experiences are somewhat coherent in structure, within and across lessons, partially supporting students to meet the intended outcomes.	Learning experiences are challenging and engaging; they are designed to meet the needs of students in the class.	Learning experiences prioritize the needs of individual students, ensure all students can meet the intended outcomes, and support student assumption of responsibility for learning.
<b>3.1: Establish Student Growth Goal(s)</b>	The teacher does not develop a student growth goal for a group of students within a class who are not yet reaching full learning potential.  OR	The teacher develops a student growth goal for a group of students within a class who are not yet reaching full learning potential.  The teacher explains how the <b>knowledge of students</b>	The teacher develops a student growth goal for a group of students, within a class, who are not yet reaching full learning potential.  The teacher explains how the <b>knowledge of</b>	The teacher develops a student growth goal for a group of students, within a class, who are not yet reaching full learning potential.  The teacher explains how the <b>knowledge of</b>

	Unsatisfactory	Basic	Proficient	Distinguished
	<p>The teacher does not explain how the <b>knowledge of individual students</b> informed the goal.</p> <p>The goal does not address an <b>essential standard</b> for the teacher's content and grade level.</p> <p>The goal does not require students' <b>cognitive or emotional engagement</b>.</p> <p>The teacher does not communicate with students' families about the goal.</p>	<p>informed the goal for the students as a group, but not as individuals.</p> <p>The goal addresses an <b>essential standard</b> for the teacher's content and grade level.</p> <p>The goal requires students' <b>cognitive and emotional engagement</b>.</p> <p>The teacher communicates the goal to students' families.</p>	<p><b>individual students</b> informed the goal in specific ways.</p> <p>The goal addresses an <b>essential standard</b> for the teacher's content and grade level.</p> <p>The goal requires students' <b>cognitive and emotional engagement</b>.</p> <p>The teacher seeks and considers, when provided, input from students' families in developing the goal.</p>	<p><b>individual students</b> informed the goal in specific ways.</p> <p>The goal addresses an <b>essential standard</b> for the teacher's content and grade level.</p> <p>The goal requires students' <b>cognitive and emotional engagement</b>.</p> <p>The teacher seeks and considers, when provided, input from students' families in developing the goal.</p> <p>The teacher explains to supervisor how the goal yields opportunities for leadership or for collaboration with colleagues to advance their own or their collective professional learning.</p>
<b>3.2: Achievement of Student Growth Goal(s)</b>	The teacher provides evidence of student progress on the stated learning goal from only summative assessments.	The teacher provides evidence of student progress on the stated learning goal, which includes both <b>formative and summative assessments</b> .	The teacher provides evidence of student progress on the stated learning goal, which includes both <b>formative</b>	The teacher provides evidence of student progress on the stated learning goal, which includes both <b>formative</b>



	Unsatisfactory	Basic	Proficient	Distinguished
	<p>There is no evidence of <b>student engagement in assessment</b> of their own progress.</p> <p>There is no evidence of opportunities for students to share <b>feedback on how they experienced the learning</b>.</p> <p>The teacher does not provide evidence of reflecting on how the learning activities and instructional decisions impacted student learning progress.</p> <p>The teacher does not identify the next steps for instruction OR the next steps are uninformed by information about students' progress.</p>	<p>There is limited evidence of <b>student engagement in assessment</b> of their own progress.</p> <p>There is limited or no evidence of opportunities for students to share <b>feedback on how they experienced the learning</b>.</p> <p>The teacher reflects with supervisor on student learning progress overall, but not for specific students. The reflection may not establish how the learning activities and instructional decisions impacted student progress.</p> <p>The teacher's identified next steps for instruction are uninformed by student progress and students' experience of learning.</p>	<p><b>and summative assessments.</b></p> <p>There is evidence of <b>student engagement in assessment</b> and student monitoring of their own progress.</p> <p>There is evidence of opportunities for students to share <b>feedback on how they experienced the learning</b>.</p> <p>The teacher reflects with supervisor on the learning progress for the individual students in this group; the reflection includes an analysis of how the learning activities and instructional decisions impacted student progress.</p> <p>The teacher uses information from student progress and students' experience of learning to guide their next steps for instruction.</p>	<p><b>and summative assessments.</b></p> <p>There is evidence of <b>student engagement in assessment</b> and student monitoring of their own progress.</p> <p>There is evidence of opportunities for students to share <b>feedback on how they experienced the learning</b>.</p> <p>The teacher reflects with supervisor on learning progress for the individual students in this group; the reflection includes an analysis of how the learning activities and instructional decisions impacted student progress.</p> <p>The teacher uses information from student progress and students' experience of learning to:</p> <ul style="list-style-type: none"> <li>• Guide their next steps for instruction, and</li> </ul>

	Unsatisfactory	Basic	Proficient	Distinguished
6.1: Establish Student Growth Goal(s)	<p>The teacher does not develop a student growth goal.</p> <p>OR</p> <p>The teacher does not explain how the <b>knowledge of students</b> informed the goal.</p> <p>The goal does not address an <b>essential standard</b> for the teacher's content and grade level.</p> <p>The goal does not require students' <b>cognitive or emotional engagement</b>.</p>	<p>The teacher develops a student growth goal for students in one grade level or class.</p> <p>The teacher uses a single data element to explain how the <b>knowledge of students</b> informed the goal.</p> <p>The goal addresses an <b>essential standard</b> for the teacher's content and grade level.</p> <p>The goal requires students' <b>cognitive and emotional engagement</b>.</p>	<p>The teacher develops a student growth goal for students in one grade level or class.</p> <p>The teacher uses multiple data elements to explain how the <b>knowledge of students</b> informed the goal.</p> <p>The goal addresses an <b>essential standard</b> for the teacher's content and grade level.</p> <p>The goal requires students' <b>cognitive and emotional engagement</b>.</p>	<p>• Effect changes in instructional practice or professional learning beyond their own classroom or context.</p> <p>The teacher develops a student growth goal for students in one grade level or class.</p> <p>The teacher uses multiple data elements to explain how the <b>knowledge of students</b> informed the goal.</p> <p>The goal addresses an <b>essential standard</b> for the teacher's content and grade level.</p> <p>The goal requires students' <b>cognitive and emotional engagement</b>.</p> <p>The teacher explains to supervisor how the goal yields opportunities for leadership or for collaboration with colleagues to advance their own or their collective professional learning.</p>

	Unsatisfactory	Basic	Proficient	Distinguished
<b>6.2: Achievement of Student Growth Goal(s)</b>	<p>The teacher provides evidence of student progress on the stated learning goal from only summative assessments.</p> <p>There is no evidence of <b>student engagement in assessment</b> of their own progress.</p> <p>There is no evidence of opportunities for students to share <b>feedback on how they experienced the learning</b>.</p> <p>The teacher does not provide evidence of taking responsibility for student learning progress.</p> <p>The teacher does not identify the next steps for instruction OR the next steps are uninformed by information about students' progress.</p>	<p>The teacher provides evidence of student progress on the stated learning goal, which includes both <b>formative and summative assessments</b>.</p> <p>There is limited evidence of <b>student engagement in assessment</b> of their own progress.</p> <p>There is limited or no evidence of opportunities for students to share <b>feedback on how they experienced the learning</b>.</p> <p>The teacher reflects with supervisor on student learning progress generally. The reflection may be missing an analysis of why students did or did not make progress, and/or next steps for groups of students or individuals.</p> <p>The teacher's identified next steps for instruction are uninformed by student progress and students' experience of learning.</p>	<p>The teacher provides evidence of student progress on the stated learning goal, which includes both <b>formative and summative assessments</b>.</p> <p>There is evidence of <b>student engagement in assessment</b> and student monitoring of their own progress.</p> <p>There is evidence of opportunities for students to share <b>feedback on how they experienced the learning</b>.</p> <p>The teacher reflects with supervisor on the learning progress for three groups of students: Students who</p> <ul style="list-style-type: none"> <li>• exceeded the learning goal</li> <li>• met or nearly met the learning goal</li> <li>• did not yet meet the learning goal</li> </ul>	<p>The teacher provides evidence of student progress on the stated learning goal, which includes both <b>formative and summative assessments</b>.</p> <p>There is evidence of <b>student engagement in assessment</b> and student monitoring of their own progress.</p> <p>There is evidence of opportunities for students to share <b>feedback on how they experienced the learning</b>.</p> <p>The teacher reflects with supervisor on the learning progress for three groups of students: Students who</p> <ul style="list-style-type: none"> <li>• exceeded the learning goal</li> <li>• met or nearly met the learning goal</li> <li>• did not yet meet the learning goal</li> </ul>



	Unsatisfactory	Basic	Proficient	Distinguished
			The reflection includes analysis of why students did or did not make progress, and next steps for each group.  The teacher uses information from student progress and students' experience of learning to guide their next steps for instruction.	The teacher uses information from student progress and students' experience of learning to: • Guide their next steps for instruction, and • Effect changes in instructional practice or professional learning beyond their own classroom or context.
Reflective Questions				
As we look toward next year, do you feel that your practice would be enhanced by continuing with this criterion? Or, might it be time to consider further developing your skills with a different criterion?				
Given your response to the previous question, what supports can I, as your evaluator, provide for you to maximize your growth next year?				

Both signatures are required. The signing of this instrument acknowledges participation in but not necessarily concurrence with the evaluation. (Attach teacher comments if desired.)

**Evaluator Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Employee Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

# *Certificated Teacher Focused Summative Scoring Document*

## *Criterion 5: Danielson Framework (2022)*

The purpose of this document is to capture progress over the course of the year and to facilitate a growth-focused conversation.

Teacher: _____	Grade Level(s): _____	Date: _____
Evaluator: _____	District/School: _____	School Year: _____
Comprehensive Score*: _____	From School Year: _____	

\*The final focused summative rating will be the same as the Comprehensive score unless it is a 3 and evidence during this evaluation period indicates a level 4 practice.

### **Criterion 5: Fostering and managing a safe, positive learning environment**

	Unsatisfactory	Basic	Proficient	Distinguished
<b>2a: Cultivating Respectful and Affirming Environments</b>	Students do not feel safe and valued; learning environments are characterized by negativity, disrespect, inappropriateness, insensitivity, and/or unresolved conflict.	Learning environments are partially characterized by caring and respectful interactions.	Learning environments are characterized by positive developmental relationships that are intentionally nurtured and celebrated.	Students play an active role in creating learning environments characterized by a sense of community, where each member feels safe, valued, and connected.
<b>2c:</b>	Student learning and development are hindered by a lack of routines or	Classroom routines and procedures, established or managed primarily by the teacher and taught explicitly	Shared routines and efficient procedures are largely student- directed and maximize opportunities	Students have a voice and play an active role in designing and adjusting routines and procedures

	Unsatisfactory	Basic	Proficient	Distinguished
<b>Maintaining Purposeful Environments</b>	inefficient classroom procedures.	to students, support opportunities for student learning and development.	for student learning and development.	that actively create a respectful learning environment and support the growth of each community member.
<b>2d: Supporting Positive Behavior</b>	There is little evidence of explicit modeling, instruction, or guidance related to positive student behaviors.	The teacher models positive behaviors and occasionally teaches them explicitly.	Students display positive behaviors, which the teacher models and reinforces to promote reflection and recalibration rather than compliance.	Students consistently and independently display positive behaviors and seek opportunities to build a better classroom community.
<b>2e: Organizing Spaces for Learning</b>	Learning spaces are unsafe, inaccessible, and/or not conducive to learning and development.	Learning spaces are safe and accessible; the arrangement and use of resources partially support student learning and development.	Learning spaces are thoughtfully designed to address the needs of individual learners within the context of shared experiences.	Learning spaces are thoughtfully co-designed and modified as needed by members of the learning community to address the needs of individuals and create collaborative, joyful spaces for all to learn and grow.
<b>3.1: Establish Student Growth Goal(s)</b>	<p>The teacher does not develop a student growth goal for a group of students within a class who are not yet reaching full learning potential.</p> <p>OR</p> <p>The teacher does not explain how the <b>knowledge of individual</b></p>	<p>The teacher develops a student growth goal for a group of students within a class who are not yet reaching full learning potential.</p> <p>The teacher explains how the <b>knowledge of students</b> informed the goal for the students as a group, but not as individuals.</p>	<p>The teacher develops a student growth goal for a group of students, within a class, who are not yet reaching full learning potential.</p> <p>The teacher explains how the <b>knowledge of individual students</b> informed the goal in specific ways.</p>	<p>The teacher develops a student growth goal for a group of students, within a class, who are not yet reaching full learning potential.</p> <p>The teacher explains how the <b>knowledge of individual students</b> informed the goal in specific ways.</p>

	Unsatisfactory	Basic	Proficient	Distinguished
	<p><b>students</b> informed the goal.</p> <p>The goal does not address an <b>essential standard</b> for the teacher's content and grade level.</p> <p>The goal does not require students' <b>cognitive or emotional engagement</b>.</p> <p>The teacher does not communicate with students' families about the goal.</p>	<p>The goal addresses an <b>essential standard</b> for the teacher's content and grade level.</p> <p>The goal requires students' <b>cognitive and emotional engagement</b>.</p> <p>The teacher communicates the goal to students' families.</p>	<p>The goal addresses an <b>essential standard</b> for the teacher's content and grade level.</p> <p>The goal requires students' <b>cognitive and emotional engagement</b>.</p> <p>The teacher seeks and considers, when provided, input from students' families in developing the goal.</p>	<p>The goal addresses an <b>essential standard</b> for the teacher's content and grade level.</p> <p>The goal requires students' <b>cognitive and emotional engagement</b>.</p> <p>The teacher seeks and considers, when provided, input from students' families in developing the goal.</p> <p>The teacher explains to supervisor how the goal yields opportunities for leadership or for collaboration with colleagues to advance their own or their collective professional learning.</p>
<b>3.2: Achievement of Student Growth Goal(s)</b>	<p>The teacher provides evidence of student progress on the stated learning goal from only summative assessments.</p> <p>There is no evidence of <b>student engagement</b> in</p>	<p>The teacher provides evidence of student progress on the stated learning goal, which includes both <b>formative and summative assessments</b>.</p> <p>There is limited evidence of <b>student engagement</b> in</p>	<p>The teacher provides evidence of student progress on the stated learning goal, which includes both <b>formative and summative assessments</b>.</p>	<p>The teacher provides evidence of student progress on the stated learning goal, which includes both <b>formative and summative assessments</b>.</p>

	Unsatisfactory	Basic	Proficient	Distinguished
	<p><b>assessment of their own progress.</b></p> <p>There is no evidence of opportunities for students to share <b>feedback on how they experienced the learning.</b></p> <p>The teacher does not provide evidence of reflecting on how the learning activities and instructional decisions impacted student learning progress.</p> <p>The teacher does not identify the next steps for instruction OR the next steps are uninformed by information about students' progress.</p>	<p><b>assessment of their own progress.</b></p> <p>There is limited or no evidence of opportunities for students to share <b>feedback on how they experienced the learning.</b></p> <p>The teacher reflects with supervisor on student learning progress overall, but not for specific students. The reflection may not establish how the learning activities and instructional decisions impacted student progress.</p> <p>The teacher's identified next steps for instruction are uninformed by student progress and students' experience of learning.</p>	<p>There is evidence of <b>student engagement in assessment</b> and student monitoring of their own progress.</p> <p>There is evidence of opportunities for students to share <b>feedback on how they experienced the learning.</b></p> <p>The teacher reflects with supervisor on the learning progress for the individual students in this group; the reflection includes an analysis of how the learning activities and instructional decisions impacted student progress.</p> <p>The teacher uses information from student progress and students' experience of learning to guide their next steps for instruction.</p>	<p>There is evidence of <b>student engagement in assessment</b> and student monitoring of their own progress.</p> <p>There is evidence of opportunities for students to share <b>feedback on how they experienced the learning.</b></p> <p>The teacher reflects with supervisor on learning progress for the individual students in this group; the reflection includes an analysis of how the learning activities and instructional decisions impacted student progress.</p> <p>The teacher uses information from student progress and students' experience of learning to:</p> <ul style="list-style-type: none"> <li>• Guide their next steps for instruction, and</li> <li>• Effect changes in instructional practice or professional learning</li> </ul>



	Unsatisfactory	Basic	Proficient	Distinguished
<b>6.1:</b> <b>Establish Student Growth Goal(s)</b>	<p>The teacher does not develop a student growth goal.</p> <p>OR</p> <p>The teacher does not explain how the <b>knowledge of students</b> informed the goal.</p> <p>The goal does not address an <b>essential standard</b> for the teacher's content and grade level.</p> <p>The goal does not require students' <b>cognitive or emotional engagement</b>.</p>	<p>The teacher develops a student growth goal for students in one grade level or class.</p> <p>The teacher uses a single data element to explain how the <b>knowledge of students</b> informed the goal.</p> <p>The goal addresses an <b>essential standard</b> for the teacher's content and grade level.</p> <p>The goal requires students' <b>cognitive and emotional engagement</b>.</p>	<p>The teacher develops a student growth goal for students in one grade level or class.</p> <p>The teacher uses multiple data elements to explain how the <b>knowledge of students</b> informed the goal.</p> <p>The goal addresses an <b>essential standard</b> for the teacher's content and grade level.</p> <p>The goal requires students' <b>cognitive and emotional engagement</b>.</p>	<p>The teacher develops a student growth goal for students in one grade level or class.</p> <p>The teacher uses multiple data elements to explain how the <b>knowledge of students</b> informed the goal.</p> <p>The goal addresses an <b>essential standard</b> for the teacher's content and grade level.</p> <p>The goal requires students' <b>cognitive and emotional engagement</b>.</p> <p>The teacher explains to supervisor how the goal yields opportunities for leadership or for collaboration with colleagues to advance their own or their collective professional learning.</p>
<b>6.2:</b>	The teacher provides evidence of student	The teacher provides evidence of student progress	The teacher provides evidence of student	The teacher provides evidence of student

	Unsatisfactory	Basic	Proficient	Distinguished
<b>Achievement of Student Growth Goal(s)</b>	<p>progress on the stated learning goal from only summative assessments.</p> <p>There is no evidence of <b>student engagement in assessment</b> of their own progress.</p> <p>There is no evidence of opportunities for students to share <b>feedback on how they experienced the learning.</b></p> <p>The teacher does not provide evidence of taking responsibility for student learning progress.</p> <p>The teacher does not identify the next steps for instruction OR the next steps are uninformed by information about students' progress.</p>	<p>on the stated learning goal, which includes both <b>formative and summative assessments.</b></p> <p>There is limited evidence of <b>student engagement in assessment</b> of their own progress.</p> <p>There is limited or no evidence of opportunities for students to share <b>feedback on how they experienced the learning.</b></p> <p>The teacher reflects with supervisor on student learning progress generally. The reflection may be missing an analysis of why students did or did not make progress, and/or next steps for groups of students or individuals.</p> <p>The teacher's identified next steps for instruction are uninformed by student progress and students' experience of learning.</p>	<p>progress on the stated learning goal, which includes both <b>formative and summative assessments.</b></p> <p>There is evidence of <b>student engagement in assessment</b> and student monitoring of their own progress.</p> <p>There is evidence of opportunities for students to share <b>feedback on how they experienced the learning.</b></p> <p>The teacher reflects with supervisor on the learning progress for three groups of students: Students who</p> <ul style="list-style-type: none"> <li>• exceeded the learning goal</li> <li>• met or nearly met the learning goal</li> <li>• did not yet meet the learning goal</li> </ul> <p>The reflection includes analysis of why students did</p>	<p>progress on the stated learning goal, which includes both <b>formative and summative assessments.</b></p> <p>There is evidence of <b>student engagement in assessment</b> and student monitoring of their own progress.</p> <p>There is evidence of opportunities for students to share <b>feedback on how they experienced the learning.</b></p> <p>The teacher reflects with supervisor on the learning progress for three groups of students: Students who</p> <ul style="list-style-type: none"> <li>• exceeded the learning goal</li> <li>• met or nearly met the learning goal</li> <li>• did not yet meet the learning goal</li> </ul> <p>The teacher uses information from student</p>



	Unsatisfactory	Basic	Proficient	Distinguished
			or did not make progress, and next steps for each group.  The teacher uses information from student progress and students' experience of learning to guide their next steps for instruction.	progress and students' experience of learning to: • Guide their next steps for instruction, and • Effect changes in instructional practice or professional learning beyond their own classroom or context.
<b>Reflective Questions</b>				
As we look toward next year, do you feel that your practice would be enhanced by continuing with this criterion? Or, might it be time to consider further developing your skills with a different criterion?				
Given your response to the previous question, what supports can I, as your evaluator, provide for you to maximize your growth next year?				

Both signatures are required. The signing of this instrument acknowledges participation in but not necessarily concurrence with the evaluation. (Attach teacher comments if desired.)

**Evaluator Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Employee Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

# *Certificated Teacher Focused Summative Scoring Document*

## *Criterion 6: Danielson Framework (2022)*

The purpose of this document is to capture progress over the course of the year and to facilitate a growth-focused conversation.

Teacher: _____	Grade Level(s): _____	Date: _____
Evaluator: _____	District/School: _____	School Year: _____
Comprehensive Score*: _____	From School Year: _____	

\*The final focused summative rating will be the same as the Comprehensive score unless it is a 3 and evidence during this evaluation period indicates a level 4 practice.

### Criterion 6: Using multiple student data elements to modify instruction and improve student learning

	Unsatisfactory	Basic	Proficient	Distinguished
<b>1f: Designing and Analyzing Assessments</b>	There is no plan for assessment, or the assessments will not provide evidence that students have learned the intended outcomes.	Assessments will partially help the teacher determine whether students have learned or are learning the intended outcomes.	Assessments are planned throughout the instructional process and provide timely and valuable information to teachers and feedback to students.	Students will have the opportunity to demonstrate mastery of content and analyze their own progress through multiple, flexible assessments.
<b>3d: Using Assessment for Learning</b>	Formative assessment is not used during instruction or is not	Formative assessment partially supports student learning and development.	The teacher and students use formative assessments to elicit evidence of	Students take initiative to analyze their own progress against a clear standard to

	Unsatisfactory	Basic	Proficient	Distinguished
4b: Documenting Student Progress	There is no system for documenting student progress, the system is ineffective and inefficient, or it does not provide relevant information to students and those who support them.	The teacher documents some aspects of student progress, in a manner that is accessible to students and those who support them.	The teacher documents and celebrates student progress towards mastery, focusing on the attainment of learning and developmental goals; students and those who support them engage in reflection on their progress.	Students monitor progress towards mastery in their own attainment of learning and development goals; they regularly analyze and discuss their progress with the teacher and those who support them.
6.1: Establish Student Growth Goal(s)	<p>The teacher does not develop a student growth goal.</p> <p>OR</p> <p>The teacher does not explain how the <b>knowledge of students</b> informed the goal.</p> <p>The goal does not address an <b>essential standard</b> for the teacher's content and grade level.</p> <p>The goal does not require students' <b>cognitive or emotional engagement</b>.</p>	<p>The teacher develops a student growth goal for students in one grade level or class.</p> <p>The teacher uses a single data element to explain how the <b>knowledge of students</b> informed the goal.</p> <p>The goal addresses an <b>essential standard</b> for the teacher's content and grade level.</p> <p>The goal requires students' <b>cognitive and emotional engagement</b>.</p>	<p>The teacher develops a student growth goal for students in one grade level or class.</p> <p>The teacher uses multiple data elements to explain how the <b>knowledge of students</b> informed the goal.</p> <p>The goal addresses an <b>essential standard</b> for the teacher's content and grade level.</p> <p>The goal requires students' <b>cognitive and emotional engagement</b>.</p>	<p>The teacher develops a student growth goal for students in one grade level or class.</p> <p>The teacher uses multiple data elements to explain how the <b>knowledge of students</b> informed the goal.</p> <p>The goal addresses an <b>essential standard</b> for the teacher's content and grade level.</p> <p>The goal requires students' <b>cognitive and emotional engagement</b>.</p>

	Unsatisfactory	Basic	Proficient	Distinguished
<b>6.2: Achievement of Student Growth Goal(s)</b>	<p>The teacher provides evidence of student progress on the stated learning goal from only summative assessments.</p> <p>There is no evidence of <b>student engagement in assessment</b> of their own progress.</p> <p>There is no evidence of opportunities for students to share <b>feedback on how they experienced the learning</b>.</p> <p>The teacher does not provide evidence of taking responsibility for student learning progress.</p> <p>The teacher does not identify the next steps for instruction OR the next</p>	<p>The teacher provides evidence of student progress on the stated learning goal, which includes both <b>formative and summative assessments</b>.</p> <p>There is limited evidence of <b>student engagement in assessment</b> of their own progress.</p> <p>There is limited or no evidence of opportunities for students to share <b>feedback on how they experienced the learning</b>.</p> <p>The teacher reflects with supervisor on student learning progress generally. The reflection may be missing an analysis of why students did or did not make progress,</p>	<p>The teacher provides evidence of student progress on the stated learning goal, which includes both <b>formative and summative assessments</b>.</p> <p>There is evidence of <b>student engagement in assessment</b> and student monitoring of their own progress.</p> <p>There is evidence of opportunities for students to share <b>feedback on how they experienced the learning</b>.</p> <p>The teacher reflects with supervisor on the learning progress for three groups of students: Students who</p>	<p>The teacher explains to supervisor how the goal yields opportunities for leadership or for collaboration with colleagues to advance their own or their collective professional learning.</p> <p>The teacher provides evidence of student progress on the stated learning goal, which includes both <b>formative and summative assessments</b>.</p> <p>There is evidence of <b>student engagement in assessment</b> and student monitoring of their own progress.</p> <p>There is evidence of opportunities for students to share <b>feedback on how they experienced the learning</b>.</p> <p>The teacher reflects with supervisor on the learning progress for three groups of students: Students who</p>

<b>Reflective Questions</b>
As we look toward next year, do you feel that your practice would be enhanced by continuing with this criterion? Or, might it be time to consider further developing your skills with a different criterion?
Given your response to the previous question, what supports can I, as your evaluator, provide for you to maximize your growth next year?

Both signatures are required. The signing of this instrument acknowledges participation in but not necessarily concurrence with the evaluation. (Attach teacher comments if desired.)

Evaluator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Employee Signature: \_\_\_\_\_ Date: \_\_\_\_\_



# *Certificated Teacher Focused Summative Scoring Document*

## *Criterion 7: Danielson Framework (2022)*

The purpose of this document is to capture progress over the course of the year and to facilitate a growth-focused conversation.

Teacher: _____	Grade Level(s): _____	Date: _____
Evaluator: _____	District/School: _____	School Year: _____
Comprehensive Score*: _____	From School Year: _____	

\*The final focused summative rating will be the same as the Comprehensive score unless it is a 3 and evidence during this evaluation period indicates a level 4 practice.

### *Criterion 7: Communicating and collaborating with parents and the school community*

	Unsatisfactory	Basic	Proficient	Distinguished
4c: Engaging Families and Communities	The teacher does not engage students' families or the community, engages them infrequently, or does so disrespectfully.	The teacher makes some efforts to engage families and communities and does so in a respectful manner.	The teacher engages students' families and communities in a respectful and culturally responsive manner, making information readily available and inviting participation in the intellectual life of the classroom.	The teacher's frequent and ongoing engagement of families and communities demonstrates a clear value for the role they play in student learning and is focused on forging partnerships that further the academic and personal success of each and every student.

	Unsatisfactory	Basic	Proficient	Distinguished
<b>3.1: Establish Student Growth Goal(s)</b>	<p>The teacher does not develop a student growth goal for a group of students within a class who are not yet reaching full learning potential.</p> <p>OR</p> <p>The teacher does not explain how the <b>knowledge of individual students</b> informed the goal.</p> <p>The goal does not address an <b>essential standard</b> for the teacher's content and grade level.</p> <p>The goal does not require students' <b>cognitive or emotional engagement</b>.</p> <p>The teacher does not communicate with students' families about the goal.</p>	<p>The teacher develops a student growth goal for a group of students within a class who are not yet reaching full learning potential.</p> <p>The teacher explains how the <b>knowledge of students</b> informed the goal for the students as a group, but not as individuals.</p> <p>The goal addresses an <b>essential standard</b> for the teacher's content and grade level.</p> <p>The goal requires students' <b>cognitive and emotional engagement</b>.</p> <p>The teacher communicates the goal to students' families.</p>	<p>The teacher develops a student growth goal for a group of students, within a class, who are not yet reaching full learning potential.</p> <p>The teacher explains how the <b>knowledge of individual students</b> informed the goal in specific ways.</p> <p>The goal addresses an <b>essential standard</b> for the teacher's content and grade level.</p> <p>The goal requires students' <b>cognitive and emotional engagement</b>.</p> <p>The teacher seeks and considers, when provided, input from students' families in developing the goal.</p>	<p>The teacher develops a student growth goal for a group of students, within a class, who are not yet reaching full learning potential.</p> <p>The teacher explains how the <b>knowledge of individual students</b> informed the goal in specific ways.</p> <p>The goal addresses an <b>essential standard</b> for the teacher's content and grade level.</p> <p>The goal requires students' <b>cognitive and emotional engagement</b>.</p> <p>The teacher seeks and considers, when provided, input from students' families in developing the goal.</p> <p>The teacher explains to supervisor how the goal yields opportunities for leadership or for collaboration with</p>



	Unsatisfactory	Basic	Proficient	Distinguished
3.2: Achievement of Student Growth Goal(s)	<p>The teacher provides evidence of student progress on the stated learning goal from only summative assessments.</p> <p>There is no evidence of <b>student engagement in assessment</b> of their own progress.</p> <p>There is no evidence of opportunities for students to share <b>feedback on how they experienced the learning</b>.</p> <p>The teacher does not provide evidence of reflecting on how the learning activities and instructional decisions impacted student learning progress.</p> <p>The teacher does not identify the next steps for instruction OR the next steps are uninformed by</p>	<p>The teacher provides evidence of student progress on the stated learning goal, which includes both <b>formative and summative assessments</b>.</p> <p>There is limited evidence of <b>student engagement in assessment</b> of their own progress.</p> <p>There is limited or no evidence of opportunities for students to share <b>feedback on how they experienced the learning</b>.</p> <p>The teacher reflects with supervisor on student learning progress overall, but not for specific students. The reflection may not establish how the learning activities and instructional decisions impacted student progress.</p> <p>The teacher's identified next steps for instruction are uninformed by student</p>	<p>The teacher provides evidence of student progress on the stated learning goal, which includes both <b>formative and summative assessments</b>.</p> <p>There is evidence of <b>student engagement in assessment</b> and student monitoring of their own progress.</p> <p>There is evidence of opportunities for students to share <b>feedback on how they experienced the learning</b>.</p> <p>The teacher reflects with supervisor on the learning progress for the individual students in this group; the reflection includes an analysis of how the learning activities and instructional decisions impacted student progress.</p>	<p>colleagues to advance their own or their collective professional learning.</p> <p>The teacher provides evidence of student progress on the stated learning goal, which includes both <b>formative and summative assessments</b>.</p> <p>There is evidence of <b>student engagement in assessment</b> and student monitoring of their own progress.</p> <p>There is evidence of opportunities for students to share <b>feedback on how they experienced the learning</b>.</p> <p>The teacher reflects with supervisor on learning progress for the individual students in this group; the reflection includes an analysis of how the learning activities and instructional decisions impacted student progress.</p>

	Unsatisfactory	Basic	Proficient	Distinguished
	information about students' progress.	progress and students' experience of learning.	The teacher uses information from student progress and students' experience of learning to guide their next steps for instruction.	<p>The teacher uses information from student progress and students' experience of learning to:</p> <ul style="list-style-type: none"> <li>• Guide their next steps for instruction, and</li> <li>• Effect changes in instructional practice or professional learning beyond their own classroom or context.</li> </ul>
<b>6.1: Establish Student Growth Goal(s)</b>	<p>The teacher does not develop a student growth goal.</p> <p>OR</p> <p>The teacher does not explain how the <b>knowledge of students</b> informed the goal.</p> <p>The goal does not address an <b>essential standard</b> for the teacher's content and grade level.</p> <p>The goal does not require students' <b>cognitive or emotional engagement</b>.</p>	<p>The teacher develops a student growth goal for students in one grade level or class.</p> <p>The teacher uses a single data element to explain how the <b>knowledge of students</b> informed the goal.</p> <p>The goal addresses an <b>essential standard</b> for the teacher's content and grade level.</p> <p>The goal requires students' <b>cognitive and emotional engagement</b>.</p>	<p>The teacher develops a student growth goal for students in one grade level or class.</p> <p>The teacher uses multiple data elements to explain how the <b>knowledge of students</b> informed the goal.</p> <p>The goal addresses an <b>essential standard</b> for the teacher's content and grade level.</p> <p>The goal requires students' <b>cognitive and emotional engagement</b>.</p>	<p>The teacher develops a student growth goal for students in one grade level or class.</p> <p>The teacher uses multiple data elements to explain how the <b>knowledge of students</b> informed the goal.</p> <p>The goal addresses an <b>essential standard</b> for the teacher's content and grade level.</p> <p>The goal requires students' <b>cognitive and emotional engagement</b>.</p>

	Unsatisfactory	Basic	Proficient	Distinguished
6.2: Achievement of Student Growth Goal(s)	<p>The teacher provides evidence of student progress on the stated learning goal from only summative assessments.</p> <p>There is no evidence of <b>student engagement in assessment</b> of their own progress.</p> <p>There is no evidence of opportunities for students to share <b>feedback on how they experienced the learning.</b></p> <p>The teacher does not provide evidence of taking responsibility for student learning progress.</p> <p>The teacher does not identify the next steps for instruction OR the next</p>	<p>The teacher provides evidence of student progress on the stated learning goal, which includes both <b>formative and summative assessments.</b></p> <p>There is limited evidence of <b>student engagement in assessment</b> of their own progress.</p> <p>There is limited or no evidence of opportunities for students to share <b>feedback on how they experienced the learning.</b></p> <p>The teacher reflects with supervisor on student learning progress generally. The reflection may be missing an analysis of why students did or did not make progress,</p>	<p>The teacher provides evidence of student progress on the stated learning goal, which includes both <b>formative and summative assessments.</b></p> <p>There is evidence of <b>student engagement in assessment</b> and student monitoring of their own progress.</p> <p>There is evidence of opportunities for students to share <b>feedback on how they experienced the learning.</b></p> <p>The teacher reflects with supervisor on the learning progress for three groups of students: Students who</p>	<p>The teacher explains to supervisor how the goal yields opportunities for leadership or for collaboration with colleagues to advance their own or their collective professional learning.</p> <p>The teacher provides evidence of student progress on the stated learning goal, which includes both <b>formative and summative assessments.</b></p> <p>There is evidence of <b>student engagement in assessment</b> and student monitoring of their own progress.</p> <p>There is evidence of opportunities for students to share <b>feedback on how they experienced the learning.</b></p> <p>The teacher reflects with supervisor on the learning progress for three groups of students: Students who</p>

<b>Reflective Questions</b>
As we look toward next year, do you feel that your practice would be enhanced by continuing with this criterion? Or, might it be time to consider further developing your skills with a different criterion?
Given your response to the previous question, what supports can I, as your evaluator, provide for you to maximize your growth next year?

Both signatures are required. The signing of this instrument acknowledges participation in but not necessarily concurrence with the evaluation. (Attach teacher comments if desired.)

Evaluator Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
Employee Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Certificated Teacher Focused Summative Scoring Document

Criterion 8: Danielson Framework (2022)

The purpose of this document is to capture progress over the course of the year and to facilitate a growth-focused conversation.

Teacher: _____	Grade Level(s): _____	Date: _____
Evaluator: _____	District/School: _____	School Year: _____
Comprehensive Score*: _____	From School Year: _____	

\*The final focused summative rating will be the same as the Comprehensive score unless it is a 3 and evidence during this evaluation period indicates a level 4 practice.

Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning

	Unsatisfactory	Basic	Proficient	Distinguished
4d: Contributing to School Community and Culture	The teacher is not an active member of the school community or contributes negatively to the culture of learning and values of the school.	The teacher makes modest contributions to the school culture, supporting professional learning and upholding the values of the school.	The teacher takes initiative in contributing to and leading events, programs, or activities that further the culture of learning in the school and bring the values of the school to life through modeling and positive action.	The teacher takes a leadership role in defining, modeling, and holding self and peers accountable to the values and intellectual life of the school, leading with an emphasis on meeting the needs of students and families.



	Unsatisfactory	Basic	Proficient	Distinguished
<b>4e:</b> <b>Growing and Developing Professionally</b>	<p>The teacher does not engage in professional inquiry or learning focused on developing knowledge, skills, and mindsets, or does so reluctantly.</p>	<p>The teacher engages in professional inquiry and learning focused on developing knowledge, skills, and mindsets individually and with colleagues that is often determined or directed by others.</p>	<p>The teacher directs their own professional inquiry and learning in collaboration with colleagues and demonstrates curiosity and energy for professional conversations and growth focused on developing knowledge, skills, and mindsets.</p>	<p>The teacher appropriately exercises autonomy to direct professional learning for themselves and their colleagues, taking a leadership role in the school, setting direction, and supporting colleagues to engage in inquiry and innovation.</p>
<b>4f:</b> <b>Acting in Service of Students</b>	<p>The teacher acts unethically and does not understand the needs of students or make decisions in their best interest.</p>	<p>The teacher acts ethically and attempts to make deliberate decisions in the best interest of students, families, and colleagues.</p>	<p>The teacher models high standards of ethical practice and wise decision making on behalf of students, families, and colleagues.</p>	<p>The teacher is a leader in the school defining and upholding high standards of ethical practice and modeling wise decision-making that honors the inherent worth and dignity of each and every student and prioritizes their needs.</p>
<b>8.1:</b> <b>Establish Student Growth Goal(s)</b>	<p>The teacher does not collaboratively develop the student growth goal.</p> <p>OR</p> <p>Collaboration does not yield a goal that:</p> <ul style="list-style-type: none"> <li>Is informed by <b>knowledge of students</b></li> </ul>	<p>The teacher collaborates with other grade, school, or district team members to develop the student growth goal.</p> <p>The team uses a single data element to explain how <b>knowledge of students</b> informed the goal.</p>	<p>The teacher collaborates with other grade, school, or district team members to develop the student growth goal.</p> <p>The team uses multiple data elements to explain how <b>knowledge of students</b> informed the goal.</p>	<p>The teacher collaborates with other grade, school, or district team members to develop the student growth goal.</p> <p>The team uses multiple data elements to explain how <b>knowledge of students</b> informed the goal.</p>

	Unsatisfactory	Basic	Proficient	Distinguished
	<ul style="list-style-type: none"><li>• Addresses an <b>essential standard</b> for the teacher's content and grade level</li><li>• Require <b>cognitive or emotional engagement</b></li></ul> <p>The 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>teacher's content and grade level. (Goal may not necessarily be the same for all team members.)</p> <p>The goal requires students' <b>cognitive and emotional engagement</b>.</p>	<p>The goal addresses an <b>essential standard</b> for the teacher's content and grade level. (Goal may not necessarily be the same for all team members.)</p> <p>The goal requires students' <b>cognitive and emotional engagement</b>.</p> <p>The teacher follows through with team decisions regarding instruction and assessment.</p>	<p>The goal addresses an <b>essential standard</b> for the teacher's content and grade level. (Goal may not necessarily be the same for all team members.)</p> <p>The goal requires students' <b>cognitive and emotional engagement</b>.</p> <p>The teacher follows through with team decisions regarding instruction and assessment.</p> <p>The teacher helps develop other team members' capacity to be effective.</p>



<b>Reflective Questions</b>
As we look toward next year, do you feel that your practice would be enhanced by continuing with this criterion? Or, might it be time to consider further developing your skills with a different criterion?
Given your response to the previous question, what supports can I, as your evaluator, provide for you to maximize your growth next year?

Both signatures are required. The signing of this instrument acknowledges participation in but not necessarily concurrence with the evaluation. (Attach teacher comments if desired.)

**Evaluator Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
**Employee Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## APPENDIX J

## KSD FOCUSED OBSERVATION &amp; EVALUATION FORM

Teacher Name: \_\_\_\_\_ Academic Year: \_\_\_\_\_

Observation Number: 1      2      3      Date: \_\_\_\_\_

Final Evaluation: \_\_\_\_\_ Date: \_\_\_\_\_

Preliminary Score (Total of 8 Criterion Scores):								
1	2	3	4	5	6	7	8	Total Score
<b>CHECK PRELIMINARY SUMMATIVE RATING</b>								

☐ Unsatisfactory= 1    ☐ Basic = 2    ☐ Proficient = 3    ☐ Distinguished = 4

Student Growth Rubric Scores			Total Student Growth Score
SG 3.1	Establish Student Growth Goal(s): Subgroup of students		_____
SG 3.2	Achievement of Student Growth Goals(s): Subgroup of students		
SG 6.1	Establish Student Growth Goal(s): Classroom of students		
SG 6.2	Achievement of Student Growth Goal(s): Classroom of students		
SG 8.1	Establish Team Student Growth Goal(s)		

Student Growth Impact Rating: The sum of all 5 student growth components from criteria 3, 6 &amp; 8

Low\* 1

Average 3

High 5

\*Educators with a distinguished summative rating, but a low student impact rating, cannot be rated higher than proficient.

OVERALL SUMMARY: Distinguished ☐ Proficient ☐ Basic ☐ Unsatisfactory ☐

Evaluator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Certificated Employee Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Note: The employee shall sign the Evaluation Form to indicate that he/she has received a copy and a conference was held. The signature of the employee does not necessarily imply that the employee agrees with the contents of the final evaluation. The employee has the right to attach his/her own comments, which shall become part of this evaluation form.

## APPENDIX K

## CERTIFICATED SALARY SCHEDULE

### KAHLOTUS SCHOOL DISTRICT 25-26 CERTIFICATED SALARY SCHEDULE

PY Base		\$51,514	%Inc	1.0275	Note: 2.75% IPD Increase			
YEAR	BA	BA+15	BA+30	BA+45	BA+90	MA	MA+45	MA+90/D
0	\$52,939	\$54,360	\$55,841	\$57,326	\$62,089	\$63,459	\$68,223	\$71,294
1	\$53,643	\$55,092	\$56,592	\$58,142	\$62,955	\$64,165	\$68,978	\$72,027
2	\$54,322	\$55,785	\$57,301	\$58,971	\$63,770	\$64,875	\$69,674	\$72,757
3	\$55,021	\$56,499	\$58,031	\$59,753	\$64,544	\$65,548	\$70,335	\$73,494
4	\$55,707	\$57,250	\$58,791	\$60,573	\$65,392	\$66,254	\$71,072	\$74,254
5	\$58,224	\$58,873	\$59,523	\$61,404	\$66,204	\$66,971	\$71,773	\$75,018
6	\$58,955	\$59,612	\$60,270	\$62,245	\$67,022	\$67,706	\$72,484	\$75,744
7	\$60,250	\$60,922	\$61,594	\$63,676	\$68,525	\$69,083	\$73,930	\$77,283
8	\$62,202	\$62,896	\$63,590	\$65,845	\$70,758	\$71,250	\$76,165	\$79,638
9		\$64,983	\$65,700	\$68,036	\$73,064	\$73,440	\$78,471	\$82,064
10			\$67,835	\$70,340	\$75,435	\$75,746	\$80,843	\$84,554
11				\$72,711	\$77,918	\$78,117	\$83,325	\$87,110
12				\$75,007	\$80,467	\$80,582	\$85,873	\$89,774
13					\$83,078	\$83,133	\$88,484	\$92,499
14					\$85,702	\$85,759	\$91,279	\$95,331
15					\$87,932	\$87,988	\$93,652	\$97,809
16					\$89,689	\$89,748	\$95,525	\$99,907

YEAR	BA	BA+15	BA+30	BA+45	BA+90	MA	MA+45	MA+90/D
0	1.00015	1.02701	1.05499	1.08304	1.17303	1.19891	1.28891	1.34693
1	1.01346	1.04084	1.06918	1.09846	1.18939	1.21224	1.30317	1.36079
2	1.02628	1.05393	1.08257	1.11411	1.20478	1.22566	1.31632	1.37458
3	1.03950	1.06741	1.09636	1.12890	1.21940	1.23838	1.32881	1.38850
4	1.05246	1.08160	1.11072	1.14439	1.23542	1.25171	1.34274	1.40286
5	1.10000	1.11227	1.12454	1.16008	1.25077	1.26526	1.35599	1.41728
6	1.11381	1.12624	1.13866	1.17597	1.26623	1.27915	1.36942	1.43100
7	1.13828	1.15097	1.16367	1.20301	1.29461	1.30517	1.39673	1.46008
8	1.17516	1.18827	1.20138	1.24398	1.33681	1.34610	1.43896	1.50458
9		1.22771	1.24125	1.28538	1.38038	1.38747	1.48253	1.55041
10			1.28158	1.32891	1.42517	1.43104	1.52733	1.59744
11				1.37371	1.47207	1.47584	1.57423	1.64574
12				1.41708	1.52023	1.52240	1.62236	1.69607
13					1.56956	1.57060	1.67169	1.74756
14					1.61913	1.62022	1.72451	1.80105
15					1.66126	1.66233	1.76934	1.84788
16					1.69447	1.69557	1.80472	1.88751