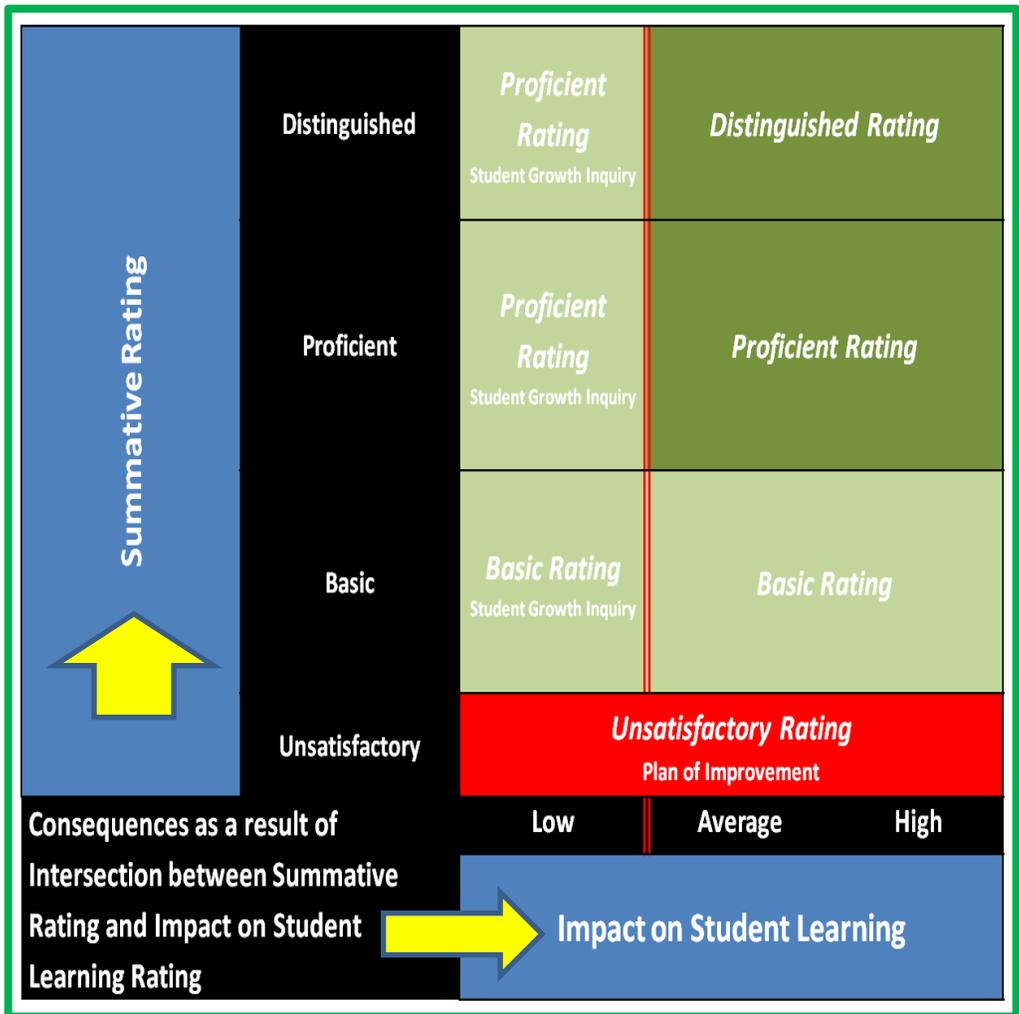


Teaching Criteria
* Indicate Criterion embedded with student growth rubrics
Criterion 1: Centering instruction on high expectations for student achievement
Criterion 2: Demonstrating effective teaching practices
*Criterion 3: Recognizing individual student learning needs and developing strategies to 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 school community
*Criterion 8: Exhibiting collaborative and collegial practices focused on improving instructional practice and student learning

Principal Criteria
Criterion 1: Creating a school culture that promotes the ongoing improvement of learning and teaching for students and staff.
Criterion 2: Demonstrating commitment to closing the achievement gap.
Criterion 3: Providing for school safety.
Criterion 4: Leading the development, implementation and evaluation of a data-driven plan for increasing student achievement, including the use of multiple student data elements.
Criterion 5: Assisting instructional staff with alignment of curriculum, instruction, and assessment with state and local district learning goals.
Criterion 6: Monitoring, assisting, and evaluating effective instruction and assessment practices.
Criterion 7: Managing both staff and fiscal resources to support student achievement and legal responsibilities.
Criterion 8: Partnering with the school community to promote student learning.



Both E2SSB 6696 and ESSB 5895 contain language around student growth including:

- Student growth data that is relevant to the teacher and subject matter must be a factor in the evaluation process and must be based on multiple measures that can include classroom-based, school-based, district-based, and state-based tools.
- Student growth means the change in student achievement between two points in time.

Five Student Growth Criteria

3.1 Establish Student Growth Goals for individual or subgroups of students

3.2 Achievement of Student Growth Goals individual or subgroups of students

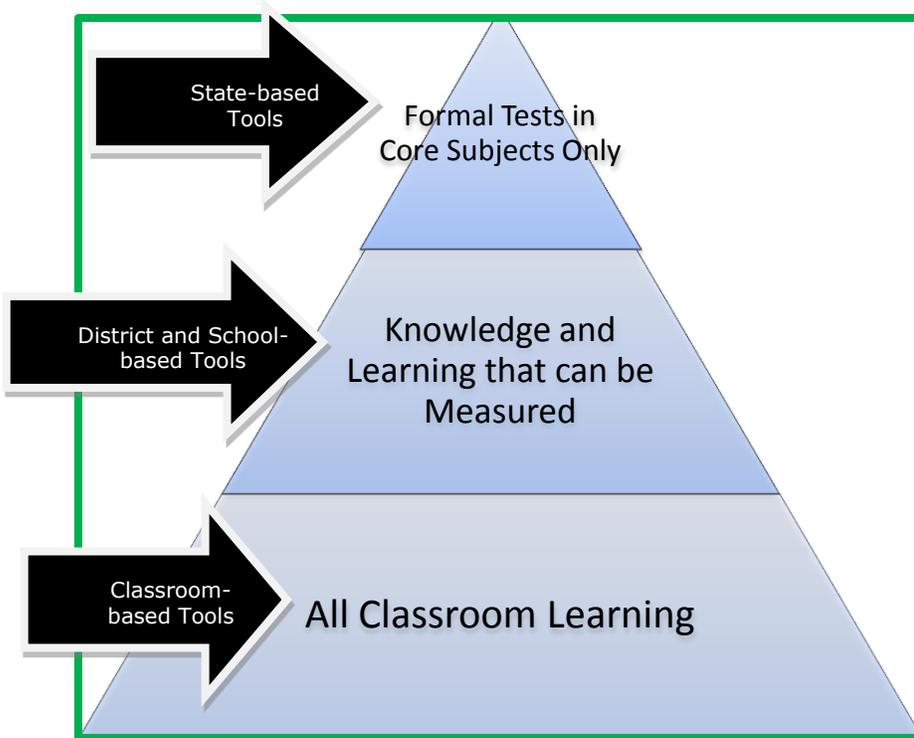
6.1 Establish Student Growth Goals using Multiple Student Data Elements

6.2 Achievement of Student Growth Goals whole class based on grade-level standards

8.1 Establish Team Student Growth Goals, Teacher as part of a grade-level or content area team

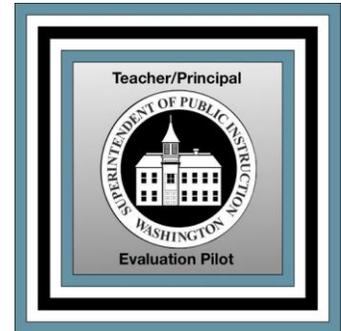
Item is unchanged from previous reports

Item has been updated



Multiple Measures:

We are responsible for determining the multiple measures, and the ranges from low, average and high student growth. It is student growth, not student achievement, that is relevant in demonstrating impacts teacher and principals have on students.



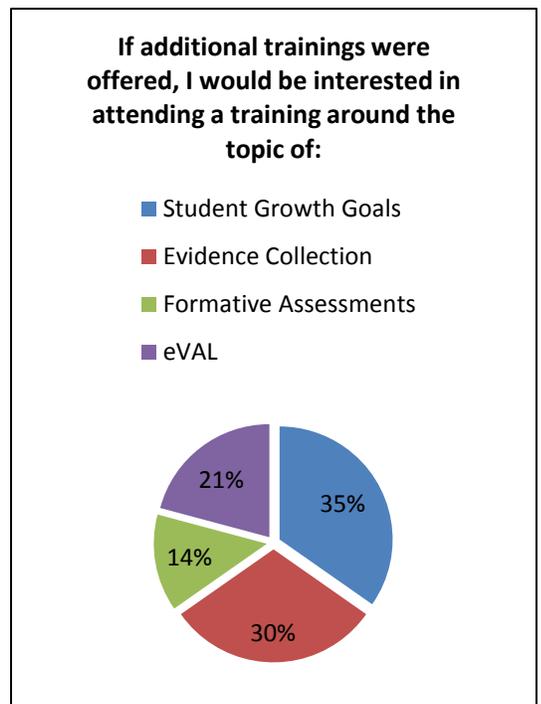
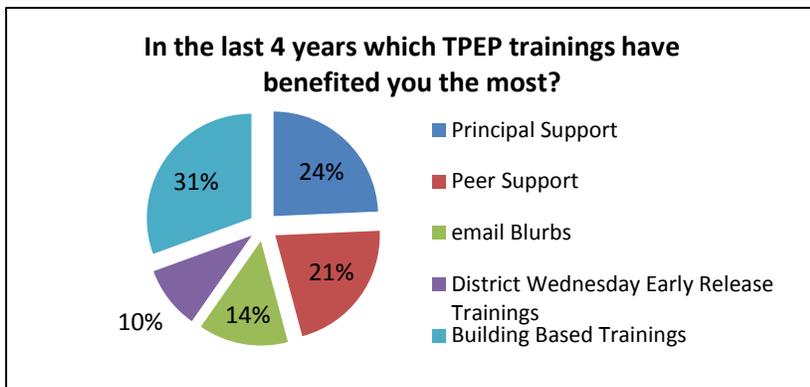
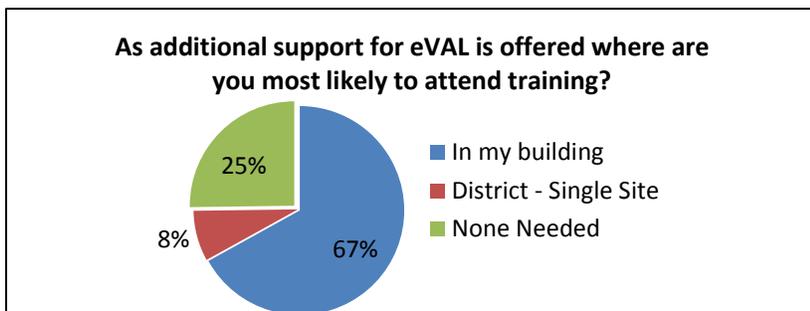
Professional Development for Walla Walla:

- Monthly Danielson Rubric Training for Comprehensive Teachers
- Monthly Building Based trainings on the criterion in focus
- Weekly eVAL blurbs



Mid-Year Survey Results:

The TPEP team gathered data mid-year to determine teachers' and principals' professional development needs. The results were positive and reflected the carefully thought-out 3-year plan introduced in 2012.



Item is unchanged from previous reports

Item has been updated