

Progress Monitoring Chart: WA State Evaluation Criteria & Components and the iObservation Domains/Elements that support them

WA State Criteria & Components	iObservation Domains & Elements	Progress Check Notes: What do we have observation notes, data, or other uploaded evidence for? Do we have something for each WA state Criteria ?
	DM = Domain	
<p>Reminder: WA state criteria are what you are scored on for final evaluation. Comprehensive will be scored on all 8 criteria, Focused on just one of the 8. At the end of the year your supervisor evaluation rating will be combined with your student growth rating for a final evaluation score.</p>	<p>Reminder: iObservation is just a tool we are using to guide our goal setting, formative conversations, observations, and evidence gathering for your WA state criteria...but it is numbered differently! Items highlighted in yellow below are more observable elements from Domain 1 where I am likely to catch enough from our observations. Areas not highlighted are less likely to be “caught” in observations and you will need to be intentional about making that item visible to your evaluator through evidence or conversations if that element is desired/needed.</p>	<p>Reminder: You do not need evidence in everything! Just enough for your evaluator to score each of the WA criteria you are evaluated on.</p>
<p>Criterion 1 Centering instruction on high expectations for student achievement.</p>		
<p>Component 1.1 Providing Clear Learning Goals and Scales (Rubrics)</p>	<p>DM 1 E 1 Providing Clear Learning Goals and Scales (Rubrics)</p>	
<p>Component 1.2 Celebrating Success</p>	<p>DM 1 E 3 Celebrating Success</p>	
<p>Component 1.3 Understanding Students’ Interests & Backgrounds</p>	<p>DM 1 E 38 Understanding Students’ Interests and Background</p>	
<p>Component 1.4 Demonstrating Value and Respect for typically underserved Students</p>	<p>DM 1 E 39 Using verbal and Nonverbal Behaviors that Indicate Affection for Students DM 1 E 41 Demonstrating Value and Respect for Low Expectancy Students</p>	
<p>Criterion 2 Demonstrating effective teaching practices</p>		
<p>Component 2.1 Interacting with New Knowledge</p>	<p>DM 1 Elements 6-14 are sub categories of WA 2.1 E 6 Interacting with New Knowledge E 7 Identifying Critical Information</p>	

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	<p>E 8 Organizing Students to Interact with New Knowledge E 9 Previewing New content E 10 Chunking content into “digestible bites” E 11 Processing New Information E12 Elaborating on New Information E13 Recording and Representing Knowledge E14 Reflecting on Learning</p>	
Component 2.2 Organizing Students to Practice and Deepen Knowledge	<p>DM 1 Elements 15-22 are sub categories of WA 2.2 E 15 Organizing Students to Practice and Deepen Knowledge E 16 Reviewing content E 17 Organizing Students to Practice and Deepen Knowledge (scale is different than E15) E 18 Using Homework E 19 Examining Similarities and differences E 20 Examining Errors in Reasoning E 21 Practicing Skills, Strategies, and Processes E 22 Revising Knowledge</p>	
Component 2.3 Organizing Students for Cognitively Complex Tasks	<p>DM 1 E 23 Providing Students Resources, Guidance and Organizes Students to Engage in cognitively complex tasks Involving Hypothesis Generation and Testing</p>	
Component 2.4 Asking Questions of typically Underserved Students	<p>DM 1 E 42 Asking Questions of typically Underserved Students</p>	
Component 2.5 Probing Incorrect Answers with Typically Underserved Students	<p>DM 1 E 43 Probing Incorrect Answers with Typically Underserved Students</p>	
Component 2.6 Noticing when Students are Not Engaged	<p>DM 1 Elements 25-34 are sub categories of WA 2.6 E25 Noticing When Students are Not Engaged E26 Noticing When Students are Not Engaged (different scale than E25) E27 Using Academic Games E28 Managing Response Rates E29 Using Physical Movement E30 Maintaining a Lively Pace E 31 Demonstrating Intensity and Enthusiasm E 32 Using Friendly Controversy</p>	

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	E33 Providing Opportunities for Students to Talk about Themselves E34 Presenting Unusual or Intriguing Information	
Component 2.7 Using and Applying Academic Vocabulary	DM 1 E 24 Using and Applying Academic Vocabulary	
Component 2.8 Evaluating Effectiveness of Individual Lessons and Units	DM 3 -51 Evaluating the Effectiveness of Individual Lessons, Units, Specific Pedagogical Strategies and Behaviors	
Criterion 3 Recognizing individual student learning needs and developing strategies to address those needs.		
Component 3.1 Effective Scaffolding of Information Within Lessons	DM 2 -45 Effective Scaffolding of Information Within Lessons	
Component 3.2 Planning and Preparing for the Needs of All Students	DM 2 -48 Needs of English Language Learners, Students Receiving Special Education, and of Students Who Lack Support for Schooling	
Student Growth 3.1 Establish Student Growth Goals	DM 5 -58 Establish Student Growth Goals	
Student Growth 3.2 Achievement of Student growth Goals	DM 5 -59 Achievement of Student growth Goals	
Criterion 4 Providing clear and intentional focus on subject matter content and curriculum		
Component 4.1 Attention to Established Content Standards	DM 2 - 46 Attention to Established Content Standards	
Component 4.2 Use of Available Resources and Technology	DM 2 -47 Use of Available Resources and Technology	
Criterion 5 Fostering and managing a safe, positive learning environment.		
Component 5.1 Organizing the Physical Layout of the Classroom	DM 1 E 5 Organizing the Physical Layout of the Classroom	

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Component 5.2 Reviewing Expectations to Rules and Procedures	DM 1 E 4 Establishing Classroom Routines	
Component 5.3 Demonstrating “withitness”	DM 1 E 35 Demonstrating “withitness”	
Component 5.4 Applying Consequences for Lack of Adherence to Rules and Procedures	DM 1 E 36 Applying Consequences for Lack of Adherence to Rules and Procedures	
Component 5.5 Acknowledging Adherence to Rules and Procedures	DM 1 E 37 Acknowledging Adherence to Rules and Procedures	
Component 5.6 Displaying Objectivity and control	DM 1 E 40 Displaying Objectivity and Control	
Criterion 6 Using multiple student data elements to modify instruction and improve student learning		
Component 6.1 Designing Instruction Aligned to Assessment	DM 2-49 Designing Instruction Aligned to Assessment	
Component 6.2 Using Multiple Data Elements	DM 2-50 Using Multiple Data Elements	
Component 6.3 Tracking Student Progress	DM 1 E 2 Tracking Student Progress	
Student Growth 6.1 Establish Student Growth Goals	DM 5-60 Establish Student Growth Goals	
Student Growth 6.2 Achievement of Student Growth Goals	DM 5 -61 Achievement of Student Growth Goals	
Criterion 7 Communicating and collaborating with parents and the school community		
Component 7.1 Promoting Positive Interaction about Students and Parents – Courses, Programs, and School Events	DM 4-55 Promoting Positive Interaction about Students and Parents	
Component 7.2 Promoting Positive Interaction about Students and parent – Timeliness and Professionalism	DM 4-56 Promoting Positive Interaction about Students and Parents	
Criterion 8 Exhibiting collaborative and collegial practices focused on improving		

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instructional practice and student learning.		
Component 8.1 Seeking Mentorship for Areas of Need or Interest	DM 4-56 Seeking Mentorship and Mentoring Other Teachers	
Component 8.2 Promoting Positive Interaction with Colleagues	DM 4- 53 Promoting Positive Interaction with Colleagues	
Component 8.3 Participating in District and School Initiatives	DM 4-57 Participating in District and School Initiatives	
Component 8.4 Monitoring Progress Relative to the Professional Growth and Development Plan	DM 3-52 Developing and Monitoring a Written Professional Growth and Development Plan	
Student Growth 8.1 Establish Team Student Growth Goals	DM 5 -62 Establish Team Student Growth Goals	