
HARRISBURG SCHOOL DISTRICT

Teacher Evaluation System Handbook

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Harrisburg School District Teacher Evaluation System

In 2011, the legislature passed SB 290 and the Oregon State Board of Education adopted OAR 581-022-172, strengthening teacher and administrator evaluation systems in Oregon. Both state law and the ESEA Flexibility Waiver required that each district, in collaboration with its local teacher association and administrator group, align their current educator evaluation systems to the new requirements by July 1, 2013.

At the request of Superintendent Brian Wolf, a team of teachers, education assistants, and administrators from Harrisburg came together to study teaching and learning, and investigate different ways to effectively evaluate the complex skill of teaching. The team read the latest research on the subject and looked at teacher evaluation systems from around the region.

Over the course of the year the team found that the original version of the Springfield Public School District was very close to what was desired. The system design in this document will be piloted by staff at each building through the 2013-2014 school year. The committee expects that adjustments and updates will be needed as unanticipated consequences or the need for clarity may arise.

The Harrisburg Teacher Evaluation System was designed to place a priority on training and accountability during the first three years of a teacher's career in Harrisburg. Following the three Probationary years, teachers engage in three-year cycles of growth as Contract teachers.

In Harrisburg, teaching and learning is the heart of everything we do. It is our vision to provide excellent instruction for all of our students every school year throughout their years in Harrisburg schools. This evaluation system will help achieve that vision. It is designed not only to evaluate teacher performance (accountability) but also to improve performance (growth) by providing many examples, models, and definitions of excellent instruction. The goal of our system is to support each teacher to reach Proficient in all standards so that all of our students can become graduates with bright and successful futures.

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Required Elements

The state required elements (SB 290) for teacher evaluation systems include the following:

1. Standards of Professional Practice.
2. Differentiated (4) Performance Levels.
3. Multiple Measures
4. Evaluation and Professional Growth Cycle
5. Aligned Professional Learning

Element 1: Standards of Professional Practice. The standards of professional practice are the cornerstone of an evaluation system. Professional standards outline what teachers should know and be able to do to ensure every student is ready for college, careers and engaged citizenship in today's world.

The evaluation team chose to adopt Charlotte Danielson's, "Framework for Teaching" (2011) as the basis for its evaluation system. Danielson's Framework encompasses the state adopted model standards (InTASC) and is designed around the following **four domains**:

- I. Planning and Preparation
- II. The Classroom Environment
- III. Instruction
- IV. Professional Responsibilities

Each domain contains researched-based performance standards that define best practice in the teaching profession. Though not every performance standard applies to every certified teacher, every certified position can be encompassed by the **15 Standards**:

I. Planning and Preparation

1. Knowledge of Content
2. Knowledge of Students
3. Instructional Goal Setting
4. Curriculum Design
5. Assessment Planning

II. Classroom Environment

6. Climate of Respect and Learning
7. Classroom Procedures and Physical Environment
8. Managing Student Behavior

III. Instruction

9. Lesson Delivery
10. Feedback to Students
11. Assessment for Learning

IV. Professional Responsibilities

12. Professional Growth
13. Professionalism
14. Communication
15. Commitment to Instructional Initiatives

Element 2: Differentiated (4) Performance Levels. In addition to adopting the model standards, school districts are required to define four levels of performance for each standard.

- 1 – Unsatisfactory (Does not Meet Standard)
- 2 – Basic (Progressing Toward Standard)
- 3 – Proficient (Meeting Standard)
- 4 – Exemplary (Exceeding Standard)

You will find the complete rubric of standards and performance levels in Appendix B.

Element 3: Multiple Measures. Multiple sources of data must be used to measure teacher performance on the standards. To measure teacher performance, evaluators will look at evidence from three categories: 1) Professional Practice; 2) Professional Responsibilities; and 3) Student Learning and Growth.

- 1. Professional Practice** - Evidence of the quality of teachers' planning, delivery of instruction, and assessment of student learning are addressed by the first three domains: Planning and Preparation, Classroom Environment, and Instruction. Teachers must have at least two pieces of evidence for measuring professional practice. Evidence-based measures may include the following:
 - Classroom Observation - evaluators' observations, documentation, and feedback on teacher's instructional practices, both formal and informal.
 - Examination of Artifacts of Teaching - lesson plans, curriculum design, scope and sequence, student assignments, student work.
- 2. Professional Responsibilities** - Evidence of a teachers' progress toward their own professional goals and contribution to school-wide goals is addressed in the standards under Domain 4, Professional Responsibilities. Teachers must have at least two pieces of evidence for measuring professional responsibilities. Evidence-based measures may include the following:
 - Teacher reflections, self-reports, data analysis, professional goal setting, student growth goal setting, records of contributions, peer collaboration, teamwork, parent and student surveys, meetings, record keeping, portfolios, building level leadership (committees, demonstration classrooms).

Teachers, in collaboration with their evaluator, will create at least one professional goal related to professional practice or professional responsibilities. See Appendix G for more information regarding collecting evidence and artifacts.

3. Student Learning and Growth (evidence of teachers' contribution to student learning and growth). Teachers will establish at least two student learning goals and identify strategies and measures (evidence) that will be used to determine goal attainment. Evidence must come from at least two of the three categories below:

Category	Types of Measures (aligned to standards)	Examples include, but are not limited to:
1	State or national standardized tests	Oregon Assessment of Knowledge and Skills (OAKS), SMARTER Balanced, English Language Proficiency Assessment (ELPA), Extended Assessments
2	Common national, international, regional, district-developed measures	ACT, PLAN, EXPLORE, AP, IB, DIBELS, C-PAS, other national measures; or common assessments approved by the district or state as valid, reliable and able to be scored comparably across schools or classrooms
3	Classroom-based or school-wide measures	Student performances, portfolios, products, projects, work samples, tests

Teachers who are responsible for student learning in tested subjects and grades – Math and Language Arts in grades 3 through 8 and 11 – will use state assessments as one measure (Category 1) and also will select one or more additional measures from Category 2 or 3. See *Multiple Measures Chart: Student Learning and Growth*.

Teachers in non-tested subjects and grades will use measures from Categories 2 and 3. Those measures must be in relation to state or national standards. In addition, one measure should be comparable state or district-wide, or be approved by the district for use across a building.

Teachers, in collaboration with their evaluator, will set learning goals aligned to state standards for their students and use assessments to measure their progress toward the goals, using the Student Learning Goals/Professional Goals Form (see Appendix D: Forms).

Teachers will establish at least two student learning goals and identify strategies and measures that will be used to determine goal attainment. They also specify what evidence will be provided to document progress on each goal:

- a) Teachers who are responsible for student learning in tested subjects and grades (i.e. ELA and Mathematics in grades 3 – 8, 11) will use state assessments as one measure (Category 1) and will also select one or more additional measures from Category 2 or 3 that provide additional evidence of students' growth and proficiency/mastery of the standards, and evidence of deeper learning and 21st century skills.
- b) Teachers in non-tested (state test) subjects and grades will use measures that are valid representations of student learning standards from at least two of the following three categories, based on what is most appropriate for the curriculum and students they teach.

Category 1: State or national standardized tests

Category 2: Common national, international, regional, district-developed measures

Category 3: Classroom-based or school-wide measures

Multiple Measures Chart: Student Learning and Growth

Category 1 – STATE OR NATIONAL STANDARDIZED TESTS	Category 2 – COMMON NATIONAL, INTERNATIONAL, REGIONAL, DISTRICT	Category 3 – CLASSROOM-BASED or SCHOOL-WIDE MEASURES
<ul style="list-style-type: none"> · Smarter Balanced OAKS · PSAT/SAT · Basic Behavior · ACT · Adaptive Assessments · MAPS · ASSET · Compass · IB World Exams · Technologies Tasks · Conners · OAKS Extended Assessment · WMLS · NCCE Standards · Individually Administered Assessments · National/International Auto Cad Standards Test · State Math Test · Woodcock Johnson Test of Acad. Ach. · State Writing test 	<ul style="list-style-type: none"> Smarter Balanced · SWIS · DIBELS · DAZE · President’s Challenge for PE · Houghton Mifflin Unit Tests · Easy CBM · Running Records (DRA) · OAKS · District Letter and Sounds ID · Houghton Mifflin Phonics screening · Scored writing samples to prompt · Free write samples · Moby Math · Writing Performance Scoring Guides · Aims Web · Performance Tasks · SWIP · Solom 	<ul style="list-style-type: none"> · Patterning · Heavier/lighter weight measurement · Six minute solutions (ORF) · Subtraction/Addition · Number recognition · Math fact family with unifix cubes · Make 10 assessment · Count on · Sight word and word family · Number writing · 1to 1 correspondence counting · Unit tests · Portfolios · Bridges assessments · Houghton Mifflin unit test · Teacher made assessments · Phonics survey · DRA · Teacher directed quizzes/tests · Student/teacher directed projects · Language samples · Teacher made math assessment · Fountas Pinnell DRA · Fountas and Pinnel Running Records · IXL math · Rhyming assessment · Sticky note surveys · Behavior data · Anecdotal notes · Oregon Reading Assessment (Grade 10) text notes in margins questions · Writing conferences · Teacher made pre-formative and post assessment · “Ticket out” · Sight word assessment · Shape ID, 3D and 2D · Common formative assessments between grade group · Classroom formative · Observation · Walk to Read · Quizzes · Presentation speeches · Letter recognition · Syllable assessments · IRI · Chapter tests · Oral presentations · MAPS · Phonogram review and tests · Diagnostic spelling · Mimio votes · Asking questions · Multiple mentions

Element 4: Professional Growth and Evaluation Cycle. Teachers are evaluated on a regular cycle of continuous improvement that includes self-reflection, goal setting, observations, formative assessment and summative evaluation. Probationary teachers will be evaluated every year and Contract teachers at least every three years.

- Probationary Teachers - Teachers in their first three years of teaching
Teachers will complete a self-assessment using the district adopted teaching standards and rubric. In addition, each teacher will develop one professional learning goal and two student learning goals. Teachers will receive a minimum of two formal observations and a minimum of 3 mini-observations. Probationary teachers are evaluated annually.
- Contract Teachers - Teachers in year 4 or beyond of teaching
Teachers will complete a self-assessment using the district adopted teaching standards and rubric. In addition, each teacher will develop one professional learning goal and two student learning goals. In the summative year, teachers will receive a minimum of 3 mini-observations. In the formative year, observations are not required but may be initiated by the teacher or administrator. Contract teachers set professional and student learning goals each year but only receive a summative evaluation every third year.

All teachers will collect evidence throughout the year to show progress toward reaching their professional and student learning goals. Teachers will have a chance to review progress with their administrator in mid-year and end of the year conferences. Pages 10-14 illustrate the Evaluation and Professional Growth Cycle for Probationary 1, Probationary 2-3, Contract-Summative, and Contract-Formative teachers.

Summative Evaluation - All probationary teachers and contract teachers who are on the summative cycle will receive ratings for each of the standards as well as a summary evaluation score at the end of the year conference:

- 1 – Unsatisfactory (Does not Meet Standard)
- 2 – Basic (Progressing Toward Standard)
- 3 – Proficient (Meeting Standard)
- 4 – Exemplary (Exceeding Standard)

A teacher's overall rating (see Appendix D: Summative Evaluation Form) is based on the following:

- Professional Practice (Domains 1,2,3)
- Professional Responsibilities (Domain 4)
- Student Learning and Growth

Though a summary score measures a teacher's overall performance, the school district believes that the ratings for each standard and for the Student Learning and Growth goals provide better guidance for professional development and improvement.

Element 5: Aligned Professional Learning. The focus of the evaluation system is to improve student learning and professional practice for all educators regardless of their current performance level. Therefore, linking evaluations with high quality professional learning is critical.

During the goal setting process, professional development needs will be collaboratively identified between the teacher and the evaluator. Professional development needs also will be reviewed at both the mid-year and end-of-year evaluation conferences. Finally, principals and district level administrators will use evaluation data to determine individual, building and district wide professional development activities.

Guidelines for Teacher Support

A teacher with a total score of 29 points or below on the Summative Evaluation Form will be supported further by completing the Directed Performance Goal Setting Form with their supervisor. If further support is called for, the Program of Assistance may be used sequentially as needed. See Form Overview (Appendix D).

TEACHER EVALUATION CYCLE TIMELINES

Probationary Year 1 Teacher

Probationary Year 1

- Self-evaluation by **end of September** (use applicable form, Appendix D: Forms)
- Goal Setting by **October 15**
 - Development of one Professional Goal
 - Development of two Student Learning Goals
- Goals reviewed with and signed by building administrator by **October 31**
- Collection of Evidence/Artifacts throughout cycle
 - Professional Practice: *Domains 1 - 3*
 - Professional Responsibilities: *Domain 4*
 - Student Learning and Growth: *Student Learning and Professional Growth Goals*
- Minimum of 2 Formal Observations
 - One prior to **December 15**
 - One prior to **March 15**
- Minimum of 3 Mini-Observations *10-15 minutes in length*
 - Three prior to **May 15**
- Collaborative Mid-Year Formative Assessment and Data Review by **February 1**
- Evidence Submission to building administrator by **April 15**
- One Summative Evaluation/End-of-Year Review by **May 30**

TEACHER EVALUATION CYCLE TIMELINES

Probationary Year 2-3 Teacher

Probationary Years 2-3

- Self-evaluation by **end of September** (use applicable form, Appendix D: Forms)
- Goal Setting by **October 15**
 - Development of one Professional Goal
 - Development of two Student Learning Goals
- Goals reviewed with and signed by building administrator by **October 31**
- Collection of Evidence/Artifacts throughout cycle
 - Professional Practice: *Domains 1 - 3*
 - Professional Responsibilities: *Domain 4*
 - Student Learning and Growth: *Student Learning and Professional Growth Goals*
- Minimum of 2 Formal Observations
 - One prior to **December 15**
 - One prior to **March 15**
- Minimum of 3 Mini-Observations
 - Three prior to **May 15**
- Collaborative Mid-Year Formative Assessment and Data Review by **February 1**
- Evidence Submission to building administrator by **April 15**
- One Summative Evaluation/End-of-Year Review by **May 30**

TEACHER EVALUATION CYCLE TIMELINES

Contract Teacher: Formative Year

Contract Teacher Formative Evaluation Cycle

- Self-evaluation by **end of September** (use applicable form, Appendix D: Forms)
- Goal Setting by **October 15**
 - Development of one Professional Goal
 - Development of two Student Learning Goals
- Goals reviewed with and signed by building administrator by **October 31**
- Collection of Evidence/Artifacts **throughout cycle**
 - Professional Practice: *Domains 1 - 3*
 - Professional Responsibilities: *Domain 4*
 - Student Learning and Growth: *Student Learning and Professional Growth Goals*
- No Formal observations are required but may be conducted at the request of the administrator or teacher.
- Walkthroughs
- Collaborative Mid-Year Formative Assessment and Data Review by **February 1**
- Evidence Submission to building administrator by **April 15**
- One Evidence Summary Conference by **May 30**

TEACHER EVALUATION CYCLE TIMELINES

Contract Teacher: Summative Year

Contract Teacher Summative Evaluation Cycle

- Self-evaluation by **end of September** (use applicable form, Appendix D: Forms)
- Goal Setting by **October 15**
 - Development of one Professional Goal
 - Development of two Student Learning Goals
- Goals reviewed with and signed by building administrator by **October 31**
- Collection of Evidence/Artifacts throughout cycle
 - Professional Practice: *Domains 1 - 3*
 - Professional Responsibilities: *Domain 4*
 - Student Learning and Growth: *Student Learning and Professional Growth Goals*
- Formal Observation conducted prior to **May 1**
- Minimum of 3 Mini-Observations
 - Three prior to **May 15**
- Collaborative Mid-Year Formative Assessment and Data Review by **February 1**
- Evidence Submission to building administrator by **April 15**
- One Summative Evaluation/End-of-Year Review by **May 30**

TIMELINE SUMMARY

	Probationary Teachers	Contract Teachers – Formative Year	Contract Teachers – Summative Year
<i>September 30</i>	Self-evaluation completed	Self-evaluation completed	Self-evaluation completed
<i>October 15</i>	Goals submitted (1 professional goal and 2 student learning goals)	Goals submitted (1 professional goal and 2 student learning goals)	Goals submitted (1 professional goal and 2 student learning goals)
<i>October 31</i>	Goals reviewed and signed by administrator	Goals reviewed and signed by administrator	Goals reviewed and signed by administrator
<i>December 15</i>	1 formal observation completed	-	-
<i>January 31</i>	mini-observations	Mini-observations	mini-observations
<i>February 1</i>	Mid-year conference completed	Mid-year conference completed	Mid-year conference completed
<i>March 15</i>	1 formal observation completed	Mini-observation	mini-observations completed
<i>April 15</i>	Goal evidence submitted to administrator	Goal evidence submitted to administrator	Goal evidence submitted to administrator
<i>May 15</i>	mini-observations completed	-	-
<i>May 30</i>	Summative evaluation/End- of-year review completed	Evidence Summary Conference completed	Summative evaluation/End- of-year review completed

Appendixes

Appendix A

Performance targets are defined by A, B, or C, and correspond to the following years of a teacher's career in Harrisburg:

A = Probationary Year One

A, B = Probationary Year Two

A, B, C = Probationary Year Three and Contract Teachers

Domain I: Planning and Preparation
Standard 1: Knowledge of Content
A. Shows an effective command of the subject to guide student learning.
B. Uses effective instructional resources, including technology, to communicate content knowledge.
C. Takes an active role in adapting new content standards and frameworks to their teaching.
Standard 2: Knowledge of Students
A. Builds upon students' knowledge and experiences.
B. Uses school and district resources to support and advocate for student needs.
C. Recognizes and addresses students' learning styles.
Standard 3: Instructional Goal Setting
A. Selects appropriate instructional goals based upon national, state, and local standards.
B. Selects goals that are measurable and states them in terms of student learning.
C. Selects goals appropriate for students with different learning styles and cultural backgrounds.
Standard 4: Curriculum Design
B. Designs coherent instruction that reflects researched-based best practices.
B. Designs instruction that promotes critical thinking and problem-solving.
C. Ensures that the curriculum is relevant to student needs.
Standard 5: Assessment Planning
A. Is familiar with content area, school, district, and state assessment methods and options.
B. Uses assessments that are congruent with instructional goals.
C. Develops and uses formative and summative assessment tools and information for planning, instruction, feedback, and reflection.
Domain II: Classroom Environment
Standard 6: Climate of Respect and Learning
A. Creates an environment that promotes equity, respect, and positive interpersonal interactions.
B. Interactions are appropriate to developmental and cultural norms.
C. High expectations for student success, quality work, and student achievement.
C. Active participation of students is evident.
Standard 7: Classroom Procedures and Physical Environment

- A. Develops and employs classroom procedures that promote student learning and facilitates positive classroom interactions.
- A. Designs a safe and accessible classroom environment for all students.
- B. Facilitates smooth transitions with little loss of instructional time.
- C. Ensures all students have access to materials, technology, and necessary resources.

- Standard 8: Managing Student Behavior**
- A. Clearly communicates and enforces classroom expectations.
 - A. Addresses inappropriate behavior consistently, appropriately, and predictably.
 - B. Monitors inappropriate behavior in a preventive way.

Domain III: Instruction

- Standard 9: Lesson Delivery**
- A. Exhibits lesson delivery that is clear, reflects appropriate pacing, and uses a variety of strategies.
 - B. Activates students' prior knowledge.
 - C. Differentiates instruction to meet the needs of diverse learners.
 - C. Uses a variety of questioning and discussion techniques that elicit student reflection and higher order thinking.

- Standard 10: Feedback to Students**
- A. Demonstrates an ability to listen to students so that feedback is more effective and received in a positive way.
 - B. Provides feedback that facilitates learning and academic growth.
 - C. Provides feedback that is consistent, ongoing, timely, and in a variety of forms.

- Standard 11: Assessment for Learning**
- A. Uses assessment data to prepare for individual and group instruction.
 - B. Uses formative assessment during classroom instruction to facilitate student learning.
 - C. Demonstrates the ability to use summative assessment to guide and inform instruction through the collection, maintenance, and analysis of classroom, district, and state assessment data.

Domain IV: Professional Responsibilities

- Standard 12: Professional Growth**
- A. Is aware of and pursues professional development including teacher leadership opportunities.
 - B. Actively engages in meaningful goal setting.
 - C. Pursues professional growth through reflection, self-assessment, lifelong learning, and being knowledgeable about best practice.

- Standard 13: Professionalism**
- A. Carries out duties as assigned.
 - B. Maintains accurate records.
 - C. Is available to others and provides support when necessary.

Standard 14: Communication

A. Communicates effectively and respectfully with all stakeholders: students, parents, colleagues, and supervisor.
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A. Facilitates meetings effectively if required.
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B. Collaborates with colleagues and other professionals.
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Standard 15: Commitment to Instructional Initiatives

A. Is aware of and supports building and district instructional priorities.

B. Knows and applies strategies that facilitate continuous progress on building and district instructional initiatives.

Appendix B
Standards and Domains

Standard 1: Knowledge of Content

Domain 1: Planning and Preparation

- Does the teacher have a sufficient (quantity) and proficient (quality) knowledge of the subject matter taught?
- Is the content taught connected to state, district, or national standards?
- What kind of instructional resources (including technology) are used to communicate the content?
- Are students learning the required content?

Unsatisfactory	Basic	Proficient	Exemplary
<p>The teacher does not have a command of the subject. Students are occasionally engaged (less than 60% of the time), and sometimes demonstrate learning. There are many student misconceptions about content material covered. Very few resources are used to communicate content knowledge. The content taught is seldom related to national, state, or district standards. The teacher is unaware or has little knowledge of content standards.</p>	<p>The teacher has a satisfactory command of subject knowledge. Students are engaged (60 to 80% of the time) and occasionally demonstrate learning and achievement in a variety of ways. Adequate resources are used to communicate content knowledge, and the content taught is sometimes related to national, state, or district standards. The teacher is aware of some content standards and uses them to guide instruction.</p>	<p>The teacher has a strong command of the subject. Students are usually engaged (80 to 90% of the time) and demonstrate learning in a variety of ways. Resources are used to communicate content knowledge, and the content taught can easily be related to national, state, or district standards. The teacher has strong content knowledge and uses that knowledge to guide instruction.</p>	<p>Students are almost always engaged (90% or more of the time) and demonstrate high levels of authentic learning and achievement in a variety of ways. High levels of intrinsic motivation mark authentic learning. Extensive resources are used to communicate content knowledge, and the content taught can easily be related to national, state, or district standards. The teacher has deep content knowledge and uses that knowledge to guide instruction.</p>

Possible evidence to look for:

- Posted goals and/or learning targets in the classroom that includes content material.
- Deep knowledge of content is communicated in a variety of forms (classroom artifacts, resources made available to students, etc.).
- Student success on classroom-based assessments.
- The teacher has a strong command of her subject matter and possesses deep content knowledge.
- The teacher is always learning new things about his content.

Standard 2: Knowledge of Students

Domain 1: Planning and Preparation

- Does the teacher know the students?
- Does the teacher understand their students' needs?
- Does the teacher ask and seek out information about student backgrounds?
- Does the teacher access school and district resources to support students?
- Does the teacher take into account not only the learning needs of their students, but their cultural needs as well?

Unsatisfactory	Basic	Proficient	Exemplary
<p>The teacher does not build upon students' prior knowledge or experiences. The teacher is unaware of a student's cultural background, and puts forth little effort to understand student background, culture, and learning style. The teacher rarely accesses school or district resources to meet student needs. The teacher seldom understands or seek out the learning styles of his/her students.</p>	<p>The teacher builds upon students' prior knowledge and experiences. The teacher is sometimes aware of the cultural differences in a student's background, and sometimes puts forth effort to understand student background, culture, and learning style. The teacher uses this knowledge to adjust whole group instruction, but rarely adjusts or accommodates individual instruction. The teacher occasionally accesses school or district resources to meet student needs.</p>	<p>The teacher builds upon students' prior knowledge and experiences and is aware of the cultural differences of the majority of her students. The teacher puts forth effort to understand student background, culture, and learning style and makes instructional and individual adjustments based upon this knowledge. The teacher accesses school or district resources to meet student needs.</p>	<p>The teacher builds upon students' prior knowledge and experiences and is acutely aware of the cultural differences of all her students. The teacher puts forth great effort to understand student background, culture, and learning style and frequently makes instructional and individual adjustments based upon this knowledge. The teacher often accesses school or district resources to meet student needs. The teacher seeks out the learning styles of his/her students and actively designs instruction that will most closely match the learning needs of her students.</p>

Possible evidence to look for:

- The teacher has been trained in SIOP, GLAD, cultural competency, understanding poverty, or other workshops that help him to understand student backgrounds, cultural, and learning styles.
- The teacher has a deep understanding, knowledge, and applies systems that help determine student learning styles such as: multiple intelligence theory, true colors, or other learning style theories.
- The teacher can demonstrate how she has changed/adjusted her lesson plans based upon the learning styles and cultural needs of her students. The teachers build upon students' prior knowledge and experiences and are acutely aware of the cultural differences of all their students.
- Home/school communication log, e-mails, office appointments.

Standard 3: Instructional Goal Setting

Domain 1: Planning and Preparation

- Is the teacher familiar with state content standards and knows where to find them?
- Can the teacher state his/her instructional goals? Are these goals measurable? Are they stated in terms of student learning?
- Does the teacher individualize instructional goals based upon student needs?
- Does he/she share goals with other teachers in order to improve practice?

Unsatisfactory	Basic	Proficient	Exemplary
<p>The teacher has minimal knowledge of state content standards and either does not have a system or the system for instructional goal setting is not clear. Year-long and unit plans either do not exist or are limited in their scope and sequence. Weekly lesson plans are minimal. Goals that are developed are not stated in terms of student learning, and they are difficult to measure. Few goals are designed for students with different learning styles or cultural backgrounds.</p>	<p>The teacher has adequate knowledge of state content standards and a system for instructional goal setting. Year-long and unit plans are evident but limited in scope and sequence. Weekly lesson plans sometimes include instructional goals that cannot be easily measured. The teacher has limited goals for students with different learning styles or cultural backgrounds.</p>	<p>The teacher has definite knowledge of state content standards and an effective system for instructional goal setting that is clear and easily understood. Yearlong and unit plans have been developed and the teacher uses them to guide instruction. Weekly lesson plans include daily learning goals/objectives. Instructional goals are stated in terms of student learning. Students are encouraged to be a part of the goal setting process. The teacher monitors goals they have set and adjusts them based upon student learning.</p>	<p>The teacher has an expert knowledge of state content standards and a very effective system for instructional goal setting that is clear and easily understood. Detailed year-long and unit plans have been developed and the teacher uses them to guide instruction. Weekly lesson plans are detailed and include daily learning goals/objectives. Instructional goals are stated in terms of student learning and can be measured. The teacher is able to set goals for students with different learning styles or cultural backgrounds and uses those goals to guide instruction. Students are empowered to be a part of the goal setting process. The teacher consistently monitors goals they have set and adjusts them based upon student learning.</p>

Possible evidence to look for:

- The teacher is familiar with national, state, district, and school content standards and uses those standards in their planning documents.
- The teacher has set whole group, small group, and individual learning goals for students that can be measured. The students and parents know the goals and work collaboratively to achieving them.
- Year-long, unit, and weekly lesson plans have been developed that include instructional goals and learning outcomes.
- Lesson & unit objectives are written on the board or posted in the classroom for students to see and understand.

Standard 4: Curriculum Design

Domain I: Planning and Preparation

- Has the teacher developed year-long, unit, and weekly lesson plans that contain a clear scope and sequence of material to cover?
- Is the instruction that is planned relevant to student needs and interests?
- Does the planned instruction engage students in problem-solving and critical thinking? Does it reflect research-based best practices?
- Can the teacher describe research-based best instructional practices that apply to their content area and level?

Unsatisfactory	Basic	Proficient	Exemplary
<p>The teacher’s long-range instructional plans are very limited. It is clear that she has not invested very much time into designing curriculum that is thoughtful, relevant, and engaging for students. The plans that have been developed tend to be only for the near future and are limited to activities rather than outcomes that can be measured or able to authentically engage students in relevant and meaningful schoolwork.</p>	<p>The teacher has developed long-range instructional plans and has a system for curriculum design that insures her instruction promotes critical thinking and problem-solving. The curriculum design is somewhat relevant to student needs and is occasionally focused on measurable outcomes. The teacher sometimes uses appropriate resources beyond the textbook.</p>	<p>The designed curriculum has articulated long range and short term outcomes that are usually focused on student learning. The curriculum design reflects research-based best practices, critical thinking, problem-solving, and project-based learning. The planned curriculum is usually relevant to student needs and interests and is adjusted as the learning progresses throughout the year so that it usually current, relevant, and engaging. The teacher uses resources beyond the textbook in order to provide the highest quality curriculum possible.</p>	<p>The designed curriculum has articulated long range and short term outcomes that almost always focused on student learning. The curriculum design reflects researchbased best practices, promotes critical thinking, problem-solving, and project-based learning. The planned curriculum is highly relevant to student needs and interests and is adjusted as the learning progresses throughout the year so that it is almost always current, relevant, and engaging. The teacher frequently uses resources beyond the textbook in order to provide the highest quality curriculum possible.</p>

Possible evidence to look for:

- Year-long, unit, and weekly lesson plans are detailed, age appropriate, and relevant to student needs and interests.
- The teacher uses resources beyond the textbook to provide the highest quality learning experiences for his students.
- The teacher has a variety of learning options planned throughout their curriculum so that students will have several ways and opportunities to demonstrate learning.
- The teacher is familiar with best practice research and can tell you about trainings, workshops, books, courses, or conferences that have helped guide how she designs her curriculum.

Standard 5: Assessment Planning

Domain I: Planning and Preparation

Is the teacher familiar with the wide variety of assessment options that are available and can they explain how to use those assessments effectively?

Does the teacher connect classroom and district assessments with instructional goals?

In what ways does the teacher use formative and summative assessment to inform planning, guide instruction, and provide meaningful feedback?

Unsatisfactory	Basic	Proficient	Exemplary
The teacher is not familiar with the wide variety of state, district, and school assessment methods and options. As a result, he is not able to use those assessments effectively and does not use them to guide instruction. The teacher uses very few formative and summative assessment tools and rarely collaborates when it comes to assessment planning.	The teacher is partially aware of district, school, and state assessments and occasionally uses formative and summative assessments to guide instruction. The assessments are at times congruent with instructional goals for students. The teacher sometimes collaborates with colleagues in the planning and use of assessments.	The teacher is generally aware of district, school, and state assessments and as a rule uses formative and summative assessments to guide instruction. The assessments are congruent with whole group and individual instructional goals. The teacher usually collaborates with others to plan common assessments.	The teacher is acutely aware of district, school, and state assessments and effectively uses a variety of formative and summative assessments to guide instruction. The assessments are strongly congruent with whole group and individual instructional goals. The teacher also designs her own formative assessments and frequently collaborates with others to plan common assessments.

Possible evidence to look for:

- A variety of formative and summative assessments are in use.
- The teacher has an organized assessment system that can be easily explained and understood.
- The teacher keeps detailed records of assessments and uses those records to develop relevant and rigorous unit, weekly, and daily lesson plans.
- The teacher knows the level and needs of their students based upon formative and summative assessments.

Standard 6: Climate of Respect and Learning

Domain II: Classroom Environment

- Does the teacher support all students learning and achieving at high levels?
- Is the teacher familiar with behavior systems that promote climates of respect and learning?
- Do the students feel safe, valued, and respected?
- Does the teacher promote safety, respect, and learning through their language, behavior, and classroom displays?
- Do the students feel safe, valued, and respected?
- How does the teacher respond to student treatment of others in the classroom?
- Is the classroom warm and inviting?

Unsatisfactory	Basic	Proficient	Exemplary
<p>The teacher has not been able to create a classroom environment that promotes equity, respect, and positive interactions. Inappropriate interactions between students are common. The teacher does not have high expectations for student success, quality work, or achievement. Passive, retreating, or rebellious actions mark student behavior.</p>	<p>The teacher has created an environment that sometimes supports equity, respect, and positive interactions. Student to student interactions are usually positive and appropriate to cultural norms. There are expectations for student success, quality work, and achievement, but those expectations only occasionally result in active participation/engagement from students.</p>	<p>The teacher has created an environment that typically promotes equity, respect, and positive interactions. Student to student interactions are consistently positive and appropriate to cultural norms. There are appropriate expectations for student success, quality work, and achievement. Active participation is frequently evident and is demonstrated in a variety of ways—usually in student engagement in the schoolwork presented.</p>	<p>The teacher has created an environment that strongly promotes equity, respect, and positive interactions. Student to student interactions are almost always positive and appropriate to cultural norms. There are high expectations for student success, quality work, and achievement. Active participation is consistently evident and is demonstrated in a variety of ways—especially in authentic engagement.</p>

Possible evidence to look for:

- Classroom and student displays promote a climate of learning and respect.
- Students treat other students, staff, and community in positive and appropriate ways.
- The teacher intervenes when necessary to establish and promote a classroom of respect and learning.
- The teacher demonstrates knowledge of behavior systems and uses them effectively.
- Students treat equipment, materials, and facilities with respect.

Standard 7: Classroom Procedures and Physical Environment

Domain II: Classroom Environment

- Does the teacher have a coherent and comprehensive system for managing classroom procedures?
- Do the students have ownership during transitions and know what is expected of them so that instructional time is not lost?
- Do students have access to the instructional materials they need to be successful?
- Is the room set-up and classroom environment safe, accessible, and conducive to high levels of learning?

Unsatisfactory	Basic	Proficient	Exemplary
<p>The teacher does not have a clear system to manage classroom procedures. As a result, student learning is compromised and there are many classroom interactions that are not positive. The classroom environment is not always safe and accessible for all. There is loss of instructional time during transitions and students do not have consistent access to the materials they need to be successful.</p>	<p>The teacher has a fairly clear system to manage classroom procedures. As a result, student learning is now and then supported and classroom interactions are inconsistently positive. The classroom environment is safe and accessible for all most of the time. There is some loss of instructional time during transitions and students do not usually have access to the materials they need to be successful.</p>	<p>The teacher has developed an effective and efficient system to manage classroom procedures of instruction. As a result, student learning is strongly supported and classroom interactions are generally positive. The classroom environment is safe and accessible for all. There is little loss of instructional time during transitions and students have consistent access to the materials they need to be successful.</p>	<p>The teacher has developed an extremely effective and efficient system to manage classroom procedures of instruction. As a result, student learning is powerfully supported and classroom interactions are positive at all times. The classroom environment is safe and accessible for all. There is no loss of instructional time during transitions and students have high access to the materials they need to be successful.</p>

Possible evidence to look for:

- Student interactions are positive.
- Classroom is organized, attractive, and welcoming.
- Instructional time is not lost during transitions.
- The teacher has a very clear and articulated system for managing all classroom procedures. Students know, understand, and can explain the system to others.

Standard 8: Managing Student Behavior

Domain II: Planning and Preparation

- Does the teacher understand the critical elements of teaching, positive reinforcement, and logical consequences via the system of Positive Behavior Support?
- Can the teacher clearly articulate classroom and school expectations?
- Does the teacher enforce classroom and school expectations?
- Is the teacher aware of the importance of prevention versus reaction in dealing with negative behavior?
- Is the teacher aware of strategies that help prevent negative behavior and reinforce positive behavior?

Unsatisfactory	Basic	Proficient	Exemplary
<p>The teacher does not have a clear system of classroom expectations and does not clearly communicate or enforce classroom and school expectations. As a result, inappropriate student behavior occurs on a regular basis. The teacher is reactionary—usually reacting to negative behavior rather than preventing it in a positive way.</p>	<p>The teacher has developed classroom expectations. She communicates and enforces those classroom and school expectations on a regular basis, however student behavior is appropriate only some of the time. The teacher is occasionally proactive and from time to time reactive. As a result, she is not able to prevent negative behavior through monitoring, pre-teaching, reminders, positive reinforcement.</p>	<p>The teacher has developed classroom expectations that are clear and easy to understand. She communicates and enforces those classroom and school expectations consistently and is involved in supporting positive behavior beyond her classroom as well. Student behavior usually appropriate. The teacher is proactive most of the time, and is able to prevent negative behavior through monitoring, pre-teaching, reminders, and positive reinforcement.</p>	<p>The teacher has developed effective classroom expectations that are clear and easy to understand. She clearly communicates and enforces those classroom and school expectations continually and is involved in supporting positive behavior beyond her classroom as well. Student behavior almost always appropriate. The teacher is consistently proactive, and is able to prevent negative behavior through monitoring, pre-teaching, reminders, positive reinforcement and a host of other strategies.</p>

Possible evidence to look for:

- The teacher is familiar with and uses effective behavior strategies to maintain positive behavior in the classroom.
- The teacher is involved with the PBS or culture team at the school.
- Students are well-behaved, treat one another with respect, and follow directions.
- Classroom expectations are posted, taught, reinforced, and re-taught.
- Students are aware of the classroom and school expectations.

Standard 9: Lesson Delivery

Domain III: Instruction

- Is the lesson delivery clear and easy to understand?
- Does the teacher use a variety of instructional strategies including technology?
- In what ways does the teacher activate students' prior knowledge?
- How is instruction differentiated to meet the needs of all learners?
- Does the instructional lesson elicit higher-level thinking and problem-solving?
- How does the teacher create high levels of engagement?
- Does the teacher use a variety of questioning techniques to engage students?
- How does the teacher use assessment techniques to monitor and adjust instruction?

Unsatisfactory	Basic	Proficient	Exemplary
<p>The teacher's lesson is not clear or easy to understand. The teacher is not aware of the need and importance of activating students' prior knowledge. There is little evidence of higher level thinking or problem-solving. The teacher rarely uses effective questioning techniques or differentiates instruction to meet the needs of his students. Very few strategies are used to deliver instruction.</p>	<p>The teacher's lesson is clear and easy to understand some of the time. The teacher is aware of the need of activating students' prior knowledge but does not usually apply strategies to access prior knowledge. There is some evidence of higher level thinking and problem-solving. The teacher uses some questioning techniques but has only limited strategies to deliver instruction. Students are engaged in learning some of the time.</p>	<p>The teacher's lesson is clear and easy to understand. The teacher is aware of the need of activating students' prior knowledge and has some strategies to access prior knowledge. Higher level thinking and problem-solving usually occurs. The teacher has several questioning techniques and uses strategies, including technology, to deliver instruction. Active engagement and student ownership are evident in the classroom.</p>	<p>The teacher's lesson is extremely clear and easy to understand. The teacher is aware of the need and importance of activating students' prior knowledge and uses a variety of strategies to access prior knowledge. Higher level thinking and problem-solving occurs frequently. The teacher uses a variety of questioning techniques and strategies, including technology, to deliver instruction. High levels of active engagement and student ownership are frequently evident in the classroom.</p>

Possible evidence to look for:

- Students are actively engaged in learning.
- The teacher is organized, knows the required learning targets, and is able to effectively communicate those objectives to students in a way that they understand and learn what is delivered.
- The learning targets and objectives are clear to the students.
- The teacher frequently uses questioning strategies throughout his/her lesson delivery.
- Instructional delivery is differentiated to meet the learning needs of all learners.
- A variety of strategies, i.e. (technology, cooperative learning, use of art, service learning) are used to deliver instruction.

Standard 10: Feedback to Students

Domain III: Instruction

- Does the teacher listen to his/her students? How do you know? How immediate is feedback to students?
- How does the teacher provide feedback about student learning and progress? Is the feedback helpful?
- Do students feel like they are learning?
- Is the feedback helpful and timely? Does student performance reflect feedback?
- Can students describe how learning has progressed?

Unsatisfactory	Basic	Proficient	Exemplary
<p>Students do not feel comfortable or accepted in the class because they do not feel listened to or supported by the teacher on a regular basis. Feedback provided to students is inconsistent and does not motivate them to improve their academic or behavior performance. Feedback is not provided in a variety of forms.</p>	<p>Students are somewhat comfortable in the class and accepted by the teacher because they feel that they are listened to and acknowledged on a regular basis. Students are sometimes motivated to improve their academic and behavior. Feedback is not provided in a variety of forms.</p>	<p>Students are usually comfortable in the class and accepted by the teacher because they are usually listened to and acknowledged on a regular basis. Students are strongly motivated to improve their academic and behavior performance due to effective feedback. Feedback is provided in a variety of forms so that students know where their performance is and what they need to do to improve that performance.</p>	<p>Students are extremely comfortable in the class and accepted by the teacher because they are consistently listened to and acknowledged on a regular basis. Students are highly motivated to improve their academic and behavior performance due to effective, and consistent feedback. Feedback is consistently provided in a variety of forms so that students know exactly where their performance is and what they need to do to improve that performance.</p>

Possible evidence to look for:

- Students are not afraid to make mistakes or ask questions.
- There is an attitude of continuous progress that is pervasive throughout the class.
- Students are willing to take risks in their learning. Evaluation of student progress is based on previously given feedback.
- Students are motivated to improve. They have not given up.
- The teacher sets high expectations through meaningful feedback and encourages students to meet those high expectations by providing the necessary support. The teacher can produce evident of systems designed to facilitate frequent, consistent, specific feedback.
- Teachers design questions with the purpose of determining student understanding/misunderstanding so that they can provide meaningful feedback.
- Frequency, specificity, and consistency of feedback.

- Is the teacher familiar with the distinction of assessment for learning as opposed to assessment of learning?
- What kind of assessment data does the teacher use to inform instruction?
- How does the teacher use formative and summative assessment data?

Unsatisfactory	Basic	Proficient	Exemplary
<p>Assessment data is not used to guide instruction. Instruction is textbook driven as opposed to being directed by the needs of the students. The teacher is unfamiliar with how assessments can be used in positive ways to inform instruction. As a result, the instruction delivered is frequently irrelevant to the students. There is very little evidence of meaningful assessments, and the teacher is unaware of students’ instructional needs.</p>	<p>Assessment data is sometimes used to inform instruction, but the teacher doesn’t understand the distinction between assessment for learning and assessment of learning. The teacher is not sure when to use formative assessments and when to use summative assessments. The teacher does not have a clear system of tracking meaningful assessments, and therefore does not accurately know the performance levels of her students.</p>	<p>Instruction is usually driven by student need. It is sometimes differentiated by level and interest. As a result, the instruction is usually relevant and engaging for most students. Students are somewhat familiar with their own assessment data and have ownership over their learning. The teacher has an effective and clear system of tracking meaningful assessments and accurately knows the performance levels of most her students. Knowledge and practice of assessments beyond the district and state options are sometimes present.</p>	<p>Instruction is almost always driven by student need and differentiated by level and interest. As a result, the instruction is highly relevant and engaging for all students. Students are familiar with their own assessment data and have ownership over their learning. The teacher has an effective and clear system of tracking meaningful assessments and accurately knows the performance levels of her students. Deep knowledge and practice of assessments beyond the district and state options are clearly present.</p>

Possible evidence to look for:

- The teacher can describe how he uses assessment prior, during, and after instruction.
- The teacher knows the difference and distinctions of formative assessments and summative assessments and when it is important to use each one.
- The teacher has detailed assessment data and records on student performance.
- The teacher has attended trainings to understand a variety of assessments and can explain those assessments to others.

Standard 12: Professional Growth

Domain IV: Professional Responsibilities

- What kind of professional growth opportunities is the teacher engaged in?
- Is the teacher a self-directed learner when it comes to professional growth opportunities?
- What are the teacher’s strengths? How is she enhancing her strength and addressing weaknesses?
- What leadership roles has the teacher pursued at the school and district level?

Unsatisfactory	Basic	Proficient	Exemplary
<p>The teacher is not aware of professional development opportunities in the district or outside the district, and seldom takes advantage of opportunities when they arise. The teacher does not engage in meaningful goal setting when it comes to improve performance. The teacher has little knowledge about best practices and rarely exhibit the qualities of a lifelong learner.</p>	<p>The teacher is aware of professional development opportunities in the district and outside the district, and occasionally takes advantage of opportunities when they arise. The teacher sometimes engages in goal setting in order to improve performance. The teacher is somewhat knowledgeable about best practices and occasionally displays the qualities of a lifelong learner.</p>	<p>The teacher is sometimes aware of professional development opportunities in the district and outside the district, and sometimes takes advantage of opportunities when they arise. The teacher occasionally takes on leadership roles at the school. The teacher engages in meaningful goal setting in order to improve performance. The teacher is knowledgeable about best practices and usually displays the qualities of a lifelong learner.</p>	<p>The teacher is acutely aware of professional development opportunities in the district and outside the district and frequently takes advantage of opportunities when they arise. In addition, he demonstrates teacher leadership by taking on leadership roles at the school including encouraging other teachers to pursue professional growth opportunities. The teacher engages in meaningful goal setting in order to improve performance. The teacher is extremely knowledgeable about best practices and consistently displays the qualities of a lifelong learner.</p>

Possible evidence to look for:

- The teacher can describe best practices when it comes to instruction, their content area, and research.
- The teacher is constantly pursuing professional growth opportunities and applies what he is learning.
- The teacher displays the qualities of a life-long learner that includes the habits of reading, writing, reflection, and sharing with others.
- The teacher is constantly seeking to improve his performance through professional growth opportunities.

Standard 13: Professionalism

Domain IV: Professional Responsibilities

- Does the teacher perform required duties as assigned?
- Does the teacher respond professionally to all constituents: parents, students, colleagues, supervisors, and the community?
- What kind of record keeping and documentation system does the teacher use to keep track of communication with all stakeholders? How effective is that system?

Unsatisfactory	Basic	Proficient	Exemplary
The teacher struggles to follow directions and carry out assigned duties. The teacher needs constant reminders to turn in paperwork and complete required reports. The teacher's record-keeping is not accurate or complete, and he has trouble explaining it to others. The teacher is frequently not available to others and does not return phone calls or e-mails consistently. At times the teacher does not respond in a professional manner.	The teacher carries out most duties as assigned, maintains accurate records but sometimes needs reminders to complete necessary paperwork or reports. The teacher responds professionally most of the time and is available to others when needed. The teacher usually returns phone calls and e-mails in a timely manner.	The teacher carries out all duties as assigned, maintains accurate and organized records and seldom needs reminders to complete necessary paperwork or reports. The teacher responds professionally in most situations and is available to others when needed. The teacher returns phone calls and e-mails in a timely manner.	The teacher carries out all duties as assigned, maintains extremely accurate and organized records and rarely needs reminders to complete necessary paperwork or reports. The teacher responds professionally in all situations and is available to others when needed. The teacher returns phone calls and e-mails in a timely manner.

Possible evidence to look for:

- The teacher can be counted on to complete all required duties, reports, and paperwork.
- The teacher's record-keeping system is clear, organized, up-to-date, and easy to understand.
- The teacher makes an effort to be available and returns phone calls and e-mails in a timely manner.

Standard 14: Communication

Domain IV: Professional Responsibilities

- Does the teacher communicate effectively and respectfully with students, parents, colleagues, administrators, and others?
- What methods does the teacher use to communicate?
- Does the teacher need to facilitate meetings as a component of her job?
- In what ways does the teacher collaborate with others? Is she an effective collaborator?
- Does the teacher communicate student progress in a timely manner to students and parents?

Unsatisfactory	Basic	Proficient	Exemplary
<p>The teacher does not communicate respectfully with stakeholders and as a result there is frequent mistrust, miscommunication, gossip, and relationship breakdowns. Colleagues do not view the teacher as a team player due to communication problems and concerns. The teacher does not effectively facilitate meetings, and as a result the meetings last too long, do not accomplish their outcome, and action steps are not developed or pursued.</p>	<p>The teacher communicates effectively and respectfully with others some of the time. If the teacher is required to facilitate meetings, the meetings sometimes have agendas, sometimes are completely in a timely manner, and might result in action steps. The teacher occasionally collaborates with peers to accomplish tasks.</p>	<p>The teacher communicates effectively and respectfully most of the time with others and as a result healthy relationships are evident. If the teacher is required to facilitate meetings, the meetings have agendas, are completely in a timely manner, and usually result in action steps. Trust is apparent to others. The teacher usually collaborates with his peers to accomplish tasks.</p>	<p>The teacher communicates effectively and respectfully with others at all times and as a result healthy relationships are evident. If the teacher is required to facilitate meetings, the meetings have agendas, are completely in a timely manner, and result in action steps. High levels of trust are apparent to others. The teacher frequently collaborates with his peers to accomplish tasks.</p>

Possible evidence to look for:

- The teacher communicates in a respectful and positive manner to everyone.
- The teacher is an effective facilitator and is able to develop meeting agendas, adjourn meetings on time, and develop action steps.
- The teacher has a high value for collaboration and frequently is involved in projects and activities that require collaboration.
- The teacher has a high value for positive relationships and does not engage in rumors or gossip.
- Grades are posted in class and/or online in a timely manner. Student work is returned in a timely manner.
- Student work contains useful feedback.
- The teacher has a system for communicating with parents (for both positive and negative information)
- The teacher is available for parents and students during non-class time (e.g. before or after school).

- Is the teacher aware of building and district instructional initiatives?
- How does the teacher support these initiatives?
- What strategies or actions does the teacher apply to facilitate the implementation of instructional initiatives?
- Is the teacher willing to take risks in order to grow and change as a professional?

Unsatisfactory	Basic	Proficient	Exemplary
<p>The teacher is not aware of building or district instructional initiatives and rarely directs energy toward learning about the initiatives or altering practice to change in the direction of the building or district. The teacher does not have strategies to facilitate change and growth toward the building and district instructional initiatives. The teacher has demonstrated by her actions that she is seldom willing to change, learn, or grow as a professional.</p>	<p>The teacher is sometimes aware of building and district instructional initiatives and directs some energy toward learning about the initiatives. The teacher is occasionally willing to alter practice to change in the direction of the building or district and has demonstrated a few ways she has adjusted her practice. The teacher has some strategies to facilitate change and growth toward the building and district instructional initiatives. The teacher has sometimes demonstrated by her actions that she is willing to change, learn, and grow as a professional.</p>	<p>The teacher is usually aware of building and district instructional initiatives and directs significant energy toward learning about the initiatives. The teacher is usually willing to alter practice in order to change toward the building or district instructional initiatives. The teacher has developed strategies to facilitate change and growth toward the building and district instructional initiatives. The teacher demonstrates by her actions that she is willing to change, learn, and grow as a professional.</p>	<p>The teacher is aware of building and district instructional initiatives and directs strong energy toward learning about the initiatives. Not only is the teacher willing to alter practice in order to change but is usually a leader in helping others to embrace the change process toward the building or district instructional initiatives. The teacher has developed several strategies to facilitate change and growth toward the building and district instructional initiatives. The teacher has demonstrated by her actions that she is not only willing to change, learn, and grow as a professional, but is also able and willing to lead others.</p>

Possible evidence to look for:

- The teacher supports building and district instructional priorities through increased knowledge and a change in teaching practice.
- The teacher is able to inspire others to adopt and support building and district instructional initiatives.
- The teacher is thorough and thoughtful and is able to incorporate instructional initiatives into her curriculum in a variety of methods and means.

Appendix C
Teacher Evaluation Standards for Specialists

Required Performance Standards for Specialists: (refer to Appendix A and Appendix B for list of Standards and Domains).

Counselors

Standards: 1, 2, 3, 6, 8, 10, 12, 13, 14, 15

Media Specialists

Standards: 1, 2, 3, 4, 6, 7, 8, 9, 10, 12, 13, 14, 15

Non Classroom-Based Media Specialists

Standards: 1, 2, 6, 7, 8, 10, 12, 13, 14, 15

* Speech Pathologists

Standards: 1, 2, 6, 7, 8, 10, 12, 13, 14, 15

Teacher on Special Assignment

Standards: 1, 2, 3, 5, 8, 11, 12, 13, 14, 15

Note: ELL, Life Skills, Title, and Special Education are considered classroom teachers.

* Under discussion

Appendix D: Forms
Form Overview

Formative Standards Review Form

Purpose: Formative Performance Evaluation on the 15 Standards
Responsible Party: Supervisor w/copy to Teacher
When used: At least twice per year for Probationary Teachers
At least once per year for Contract Teachers it is used in conjunction with the formal observations process of probationary teachers.

Summative Evaluation Form

Purpose: Summative Performance Evaluation
Responsible Party: Supervisor w/copies to Teacher and Human Resources
When used: Yearly for Probationary Teachers
Observation Year for Contract Teachers

Student Learning Growth and Goals Form

Purpose: Determine Student Growth and Goals
Responsible Party: Contract Teacher w/copy to Supervisor
When used: Yearly for all teachers

Professional Growth Form

Purpose: Determine Professional Growth Activities and to document CPDUs
Responsible Party: Contract Teacher w/copy to Supervisor
When used: First two years of 3-Year Professional Growth Cycle for Contract Teachers

Directed Goal Setting Form

Purpose: Set specific goals to improve teaching performance
Responsible Party: Supervisor
When used: 1) Score of 29 points or below
2) Prior to a Program of Assistance for Improvement
3) As a component of a Program of Assistance for Improvement

Program of Assistance for Improvement

Purpose: To set specific goals to improve teaching performance
Responsible Party: Supervisor, Teacher, the Association and District Representatives
When used: If Directed Goal Setting was not successful in improving performance.

Standard Review Forms

Formative Standards Review Form I: Probationary A (Year 1)

Original to Supervisor Copy to Teacher

Teacher Name: _____

Supervisor: _____

Assignment: _____

U = Unsatisfactory; B = Basic; P = Proficient; E = Exemplary; NA = Not Applicable or Not Observed

Evaluation made through classroom observations	U	B	P	E	NA
1 A. Shows an effective command of the subject to guide student learning.					
1B. Uses effective instructional resources, including technology, to communicate content knowledge.					
2A. Builds upon students' knowledge and experiences.					
6A. Creates an environment that promotes equity, respect, and positive interpersonal interactions.					
6B. Interactions are appropriate to developmental and cultural norms.					
7A. Develops and employs classroom procedures that promote student learning and facilitates positive classroom interactions.					
7A. Designs a safe and accessible classroom environment for all students.					
7B. Facilitates smooth transitions with little loss of instructional time.					
8A. Clearly communicates and enforces classroom expectations.					
8A. Addresses inappropriate behavior consistently, appropriately, and predictably.					
8B. Monitors inappropriate behavior in a preventive way.					
9A. Exhibits lesson delivery that is clear, reflects appropriate pacing, and uses a variety of strategies.					
9B. Activates students' prior knowledge.					
10A. Demonstrates an ability to listen to students so that feedback is more effective and received in a positive way.					
10B. Provides feedback that facilitates learning and academic growth.					
11B. Uses assessment during classroom instruction to facilitate student learning.					
14A. Facilitates meetings effectively if required.					
15B. Knows and applies strategies that facilitate continuous progress on building and district instructional initiatives.					
Comments: 					

This Formal Observation has been discussed between the supervisor and teacher in person. The teacher has attached comments to this conference form: Yes No

Teacher: _____

Supervisor: _____

Date: _____

This form is used in conjunction with a classroom observation and conference. In the second probationary year, teachers are only responsible for the Year 1 (A) and 2 (B) performance targets listed above. Not all of the targets need to be evaluated on this form when it is completed.

Teacher Name: _____ Supervisor: _____ Assignment: _____

U = Unsatisfactory; B = Basic; P = Proficient; E = Exemplary; NA = Not Applicable or Not Observed

Evaluation made through dialog, artifacts, and other means	U	B	P	E	NA
2B. Uses school and district resources to support and advocate for student needs.					
3A. Selects appropriate instructional goals based upon national, state, and local standards.					
3B. Selects goals that are measurable and states them in terms of student learning.					
4B. Designs coherent instruction that reflects researched-based best practices.					
4B. Designs instruction that promotes critical thinking and problem-solving.					
5A. Is familiar with content area, school, district, and state assessment methods and options.					
11 A. Uses assessment data to prepare for individual and group instruction.					
12A. Is aware of and pursues professional development opportunities.					
12B. Actively engages in meaningful goal setting.					
13A. Carries out duties as assigned.					
13B. Maintains accurate records.					
14A. Communicates effectively and respectfully with all stakeholders: students, parents, colleagues, and supervisor.					
14B. Collaborates with colleagues and other professionals					
15A. Is aware of and supports building and district instructional priorities.					
Comments:					

This Formal Observation has been discussed between the supervisor and teacher in person. The teacher has attached comments to this conference form: Yes No

Teacher _____ Supervisor _____ Date _____

This form is used in conjunction with a classroom observation and conference. In the second probationary year, teachers are only responsible for the Year 1 (A) & 2(B) performance targets listed above. Not all of the targets need to be evaluated on this form when it is completed.

Formative Standards Review Form1: Probationary C (Year 3) and Contract Teachers P. 1of2

Teacher Name _____ Probationary C: Contract:
 Supervisor: _____ Date: _____ Assignment: _____

U = Unsatisfactory; B = Basic; P = Proficient; E = Exemplary NA = Not Applicable or Not Observed

Evaluation made through classroom observations	U	B	P	E	NA
1 A. Shows an effective command of the subject to guide student learning.					
1B. Uses effective instructional resources, including technology, to communicate content knowledge.					
2A. Builds upon students' knowledge and experiences.					
2B. Uses school and district resources to support and advocate for student needs.					
6A. Creates an environment that promotes equity, respect, and positive interpersonal interactions.					
6B. Interactions are appropriate to developmental and cultural norms.					
6C. Active participation of students is evident.					
7A. Develops and employs classroom procedures that promote student learning and facilitates positive classroom interactions.					
7A. Designs a safe and accessible classroom environment for all students.					
7B. Facilitates smooth transitions with little loss of instructional time.					
7C. Ensures all students have access to materials, technology, and necessary resources.					
8A. Clearly communicates and enforces classroom expectations.					
8A. Addresses inappropriate behavior consistently, appropriately, and predictably.					
8B. Monitors inappropriate behavior in a preventive way.					
9A. Exhibits lesson delivery that is clear, reflects appropriate pacing, and uses a variety of strategies.					
9B. Activates students' prior knowledge.					
9C. Differentiates instruction to meet the needs of diverse learners.					
9C. Uses a variety of questioning and discussion techniques that elicit student reflection and higher order thinking.					
10A. Demonstrates an ability to listen to students so that feedback is more effective and received in a positive way.					
10B. Provides feedback that facilitates learning and academic growth.					
11B. Uses assessment during classroom instruction to facilitate student learning.					
14A. Facilitates meetings effectively if required.					
15B. Knows and applies strategies that facilitate continuous progress on building and district instructional initiatives.					
Comments:					

This form is used in conjunction with a classroom observation and conference for probationary teachers. In the third probationary year and contract year, teachers are responsible for all the performance targets listed. Not all of the targets need to be evaluated in this form when it is completed.

U = Unsatisfactory; B = Basic; P = Proficient; E = Exemplary; NA = Not Applicable or Not Observed

Evaluation made through dialog, artifacts, and other means	U	B	P	E	NA
1C. Takes an active role in adapting new content standards and frameworks to their teaching.					
2C. Addresses students' learning styles and cultural differences					
3A. Selects appropriate instructional goals based upon national, state, and local standards.					
3B. Selects goals that are measurable and states them in terms of student learning.					
3C. Selects goals appropriate for students with different learning styles and cultural backgrounds.					
4B. Designs coherent instruction that reflects researched-based best practices.					
4B. Designs instruction that promotes critical thinking and problem-solving.					
4C. Ensures that the curriculum is relevant to student needs.					
5A. Is familiar with content area, school, district, and state assessment methods and options.					
5C. Develops and uses formative and summative assessment tools and information for planning, instruction, feedback, and reflection.					
6C. High expectations for student success, quality work, and student achievement.					
10C. Provides feedback that is consistent, on-going, timely, and in a variety of forms.					
11 A. Uses assessment data to prepare for individual and group instruction.					
11C. Demonstrates the ability to use assessment to guide and inform instruction through the collection, maintenance, and analysis of classroom, district, and state assessment data.					
12A. Is aware of and pursues professional development opportunities.					
12B. Actively engages in meaningful goal setting.					
12C. Pursues professional growth through reflection, self-assessment, lifelong learning, and being knowledgeable about best practice.					
13A. Carries out duties as assigned.					
13B. Maintains accurate records.					
13C. Is available to others and provides support when necessary.					
14A. Communicates effectively and respectfully with all stakeholders: students, parents, colleagues, and supervisor.					
14B. Collaborates with colleagues and other professionals.					
15A. Is aware of and supports building and district instructional priorities.					
Comments:					

This Formal Observation has been discussed between the supervisor and teacher in person. The teacher has attached comments to this conference form: Yes No

Teacher _____ Supervisor _____ Date _____

This form is used in conjunction with a classroom observation and conference. In the third probationary year & contract year, teachers are responsible for all of the performance targets listed. Not all of the targets need to be evaluated on this form when it is completed.

Summative Evaluation Form

Domain III: Instruction

	U	B	P	E	NA
Standard 9: Lesson Delivery					
Standard 10: Feedback to Students					
Standard 11: Assessment for Learning					
Comments:					
U=1pt B=2pts P=3pts E=4pts					

Domain IV: Professional Responsibilities

	U	B	P	E	NA
Standard 12: Professional Growth					
Standard 13: Professionalism					
Standard 14: Communication					
Standard 15: Commitment to Instructional Initiatives					

Overall Comments and Recommendation:

Satisfactory: Not Satisfactory: Directed Performance Goals:

Proceed to:

Probationary B: C: Professional Growth Cycle: (Contract Teachers Only)

This evaluation has been discussed between the supervisor and teacher in person.

The teacher has attached comments to this evaluation: Yes No

Teacher _____ Supervisor _____ Date _____

Student Growth and Learning Goals Form _____

Copy to Supervisor Original to Teacher

Teacher Name _____ Date _____

Supervisor _____ School _____ Assignment _____

Student Learning Goals. (By October 15) See page 6 for criteria: One from Category 1 or 2 per guideline and one from Category 3. Goals may be set by individual teachers, teams, building, or District.

GOAL:

Connected to the following Harrisburg Standard(s):

1: 2: 3: 4: 5: 6: 7: 8: 9: 10: 11: 12: 13: 14: 15:

Reflection upon your Professional Growth Activity: (Complete at the end of Year 2)

REFLECTION:

COMMENTS (supervisor):

This Student Learning Goal has been discussed between the supervisor and the teacher in person at the end of the year.

Teacher _____ Supervisor _____ Date _____

Professional Growth Form

Original to Teacher Copy to Supervisor

Teacher Name _____ Date _____
Supervisor _____ School _____ Assignment _____

Professional Growth Activity (Begin by October 1st of Year One in the Growth Cycle. See Appendix F for possible ideas and suggestions of Professional Growth Activities).

GOAL:

Connected to the following Harrisburg Standard(s):

1: 2: 3: 4: 5: 6: 7: 8: 9: 10: 11: 12: 13: 14: 15:

Reflection upon your Professional Growth Activity: (Complete at the end of Year 2)

REFLECTION:

COMMENTS (supervisor):

This Professional Growth Review has been discussed between the supervisor and the teacher in person at the end of Year 2 of the Growth Cycle.

Review HBG teaching standards and proceed to Year 3 (Observation Year) of the Growth Cycle.

Teacher _____ Supervisor _____ Date _____

Directed Performance Goal Setting Form

Original to Teacher Copy to Supervisor Copy to Human Resources

Teacher _____ Probationary: A: B: C: Contract:

School _____ Date _____ Supervisor _____

Time Frame of Directed Goals: Beginning Date: _____ Ending Date: _____

The Performance Goal set below is connected to an Improvement Cycle

Performance Goal: (Complete a separate form for each goal).

Based upon the following Harrisburg standards and/or performance targets:

1: 2: 3: 4: 5: 6: 7: 8: 9: 10: 11: 12: 13: 14: 15:

Determined by: Teacher: Team: Supervisor: Building: District:

Strategies/activities to complete the goal:

Ways your supervisor can support the goal:

Proposed evidence of goal success, progress, and completion:

Teacher _____ Supervisor _____ Date _____

Program of Assistance for Improvement

Teacher Name: _____ Probationary: 1 2 3/Contract

Supervisor: _____ Date: _____ Assignment: _____

All parties complete this form jointly: teacher, building administrator, the association and district representatives.

The Program of Assistance for Improvement is being implemented after Directed Performance Goal Setting assigned on _____(date) were not effective in improving performance.

1: Evidence that the Directed Performance Goal Setting was not successful:
2. What are the possible reasons why the plan was not successful?
3. What is/are the primary reason(s)?

4. Area of Concern:
Domain(s) _____ Performance Standard(s) _____.
Concerns:
5. Statement of Concern:
6. Strategies/Activities to address the concern:
7. System of support and progress monitoring: (must be specific and outcomes must be measurable. The district, with employee and association input should develop the plan.)
8. Timeline (frequency):

Teacher Signature: _____ Date: _____

Administrator Signature: _____ Date: _____

Association Member: _____ Date: _____

District Representative: _____ Date: _____

Appendix E Glossary of Terms

Conference: It is understood that accurately evaluating a teacher's performance is much more than observing a teacher in the classroom. Information about many of the standards can only be obtained through conversations and conferences with teachers. Supervisors evaluate information from conferences when completing the Standards Review Form.

Contract Teacher: Any teacher that has completed three successful years as a Probationary teacher in Harrisburg. Contract teachers by state law have a two-year contract with the district that is up for renewal annually by the school board.

Formal Observation: A formal observation is a scheduled classroom visit by a supervisor that results in some kind of written feedback from the supervisor including a standards evaluation on the Standards Review Form. Formal observations usually occur during an Observation Year, but they can occur at any time a supervisor deems it is necessary. Probationary teachers are formally observed at least twice a year, and Contract teachers are formally observed at least once every three years.

Growth Year: Growth Years are years when a teacher is not scheduled to be evaluated on the Summative Evaluation Form. Growth Years occur during the first two years of a Contract teacher's 3 Year Professional Growth Cycle.

Informal Observation: An informal observation is an unscheduled classroom visit by a supervisor that does not include the Standards Review Form. Supervisors are expected and encouraged to frequently be in classrooms on an informal basis. These visits are generally unannounced walkthroughs, but could also include using other observation tools the supervisor has developed, or notes given to the teacher. Data from informal observations is used to help determine a teacher's performance.

Observation Year: An Observation Year is a school year where a teacher is formally observed and evaluated on the Summative Evaluation Form. Every year is an Observation Year for Probationary teachers, and one year out of three is an Observation Year for Contract teachers. Teachers may elect to use the Performance Goal Form during their Observation Year to receive additional support.

Performance Levels: Performance levels are used throughout this evaluation system. Levels used to rate teachers on the standards are based on the following scale: *Unsatisfactory, Basic, Proficient, and Exemplary*. It is important to realize that though this system defines how to evaluate teachers according to standards, determinations about teacher performance can also be made according to state law, and there are incidents when state law would supersede this evaluation system. For a complete listing of the state law regarding teacher evaluation refer to pages 44 to 50 of this manual.

The descriptors for the performance levels are as follows:

Unsatisfactory (U): The performance is unacceptable and must improve significantly.

Basic (B): The performance is satisfactory, but there are specific areas that can be improved.

Proficient (P): The performance is strong, and there are no apparent weaknesses.

Exemplary (E): The teacher's skills in this content area are in the top 10% of their field and can serve as a model and example to other teachers and administrators. There must be significant evidence for a teacher to be ranked Exemplary on a teaching standard.

Performance Standards: State law requires each district to establish performance standards that will be used to evaluate teacher performance. The development of performance standards must be in coordination with the local teachers' association. The Harrisburg Teacher Evaluation System has 15 performance standards, and components of these standards are used to set goals for teacher performance.

Plan of Improvement: When a supervisor determines a teacher is not performing satisfactorily, he can be placed on a plan of improvement. Plans of improvement are building-based and informal, but they do involve the District, Association, and participating teacher. Data gained from the plan either results in a Program of Assistance for Improvement or a return to the standard evaluation cycle.

Probationary Teacher: Any teacher in their first three years of teaching in any district in Oregon. In our document we use the following to define each probationary year in Harrisburg:

- Probationary Year 1: A
- Probationary Year 2: B
- Probationary Year 3: C

Professional Growth Cycle: Contract teachers participate in the Professional Growth Cycle. The Professional Growth Cycle is a three-year cycle that begins with two Growth Years followed by an Observation Year. Teachers begin their Growth Year by completing the Professional Growth Form and choosing a professional growth activity. At the end of the second year, teachers reflect on their activity and meet with their supervisor to plan their Observation Year. Teachers may elect to use the Performance Goal Setting Form to receive additional support on one or more standards.

Program of Assistance for Improvement: When a teacher has an unsatisfactory evaluation or standards review, she is will use the Directed Performance Goal Setting form. If the Performance Goal(s) are not met, a Program of Assistance for Improvement is developed. The Program of Assistance is formal and involves the District and Association. If a teacher does not improve through the Program of Assistance, they will not be recommended for rehire to the school board.

Summative Evaluation: The Summative Evaluation form is used in conjunction with an Observation Year. The supervisor completes the Summative Evaluation by evaluating a teacher's performance on the 15 Harrisburg teaching and learning standards. When completing the Summative Evaluation, each standard is evaluated as a whole. Extended definitions on all of the standards including guiding questions, and evidence to look for can be found in Appendix B of this manual.

Summative Assessment: Summative assessment or feedback is high stakes and summary in nature. They occur at the end of an instructional unit or period of time. Smarter Balanced test scores are a summative assessment of what a student has learned. Summative assessments are used to make determinations about the effectiveness of programs.

Formative Assessment: Formative assessment or feedback are low stakes and formative in nature. They occur during an instructional unit. Formative assessments are used to inform and guide instruction. DIBELS is an example of a formative assessment.

Appendix F
Professional Growth:
Projects – Strategies - Activities

Action Research Project

Definition: Action research is a process that is conducted in the classroom to improve student performance. It allows a teacher (or team of teachers) to explore new teaching strategies through a continuous process of collecting and analyzing data, making decisions based on the results of that data, collecting more information on decisions made, evaluating the results, and using those results to set new goals.

Example: A team of teachers wants to research effective ways to teach writing. The team decides on different methods to try and how they will collect, analyze, and share the data they discover. This could be a school-based project or an activity that involves teachers from several different schools.

Suggestions: The major components of action research include:

- Identifying a research question regarding teaching and learning that applies to the outcome of student achievement.
- Developing a research plan that includes data to be collected, and how it will be collected and analyzed. A timeline is helpful as well.
- While the data is being collected, it is recommended teachers keep a reflective journal of the project. ➤ Sharing the findings with other audiences.

Book Study

Definition: A book study can occur either with a small group of teachers, a teacher can do a book study alone. The Curriculum Department has a number of excellent sets of books that can be borrowed for a book study.

Example: A group of teachers (or individual teacher) decide they want to learn more about differentiation by reading an excellent book on the topic. They meet once a month to discuss chapters of the book and how they are applying what they are learning.

Suggestions: Books cover a wide variety of subjects and topics. Other great resources for educational books are: Corwin Press (www.corwinpress.com), Rowman Education (www.rowmaneducation.com), and ASCD (www.ascd.org).

¹ The activities listed here not exclusive. Teachers are encouraged to choose meaningful Professional Growth Activities that are relevant to their work and will make a difference in their teaching. The activities listed on the following pages are meant to be suggestions or examples of potential activities.

Independent Study

Definition: Independent Study implies the teacher has a topic or subject they would like to explore in order to learn more about it. Independent Studies have a broader focus than book studies and could involve attending a conference or participating in online activities.

Example: A teacher would like to know more about Data Teams and attend a summer conference at the ESD on the topic. The teacher believes the training will have a deep impact on student achievement and will seek to apply the concepts in the classroom and leadership roles at the school.

Suggestions: It is important to communicate with your supervisor early in the process if you would like to do an Independent Study. The most effective Independent Studies are relevant to the needs of your school and classroom. Keeping your supervisor in the loop is the best way to make sure your topic is connected and supported.

Learning New Technology

Definition: Any new technology (computer software, hardware, curriculum, or equipment) can fall into this category. Using new technology to improve student performance is definitely a learning process and many teachers have embarked on technology projects with great success in recent years.

Example: A teacher is part of the Education Technology grant at her school and attends trainings and workshops in order to use the laptop cart effectively to improve student performance. Another example would be a teacher who obtains “clicker” assessment pads for his classroom and makes a concerted effort to be trained and use the clickers to improve student learning.

Suggestions: Pick a technology you are excited about or know that other teachers have used successfully. All new technology innovations require training and time to implement. It may look cool and flashy, but there is a lot of hard work associated with all new technologies. Make sure you have the interest, passion, and support necessary before embarking on a technology project.

Observing Colleagues

Definition: Observing another teacher work with students informally or formally is acceptable for this activity. Notes can be taken, but they are optional.

Example: A teacher is assigned to teach a new course or grade level and knows there is someone in the building who has mastered the content and curriculum. She would like to watch how her colleague sets up and deliver the curriculum and get some pointers on getting started.

Suggestions: Some teachers feel threatened or uncomfortable when being observed by their peers. Be sure to get a teacher’s permission first, and let them know your reasons for wanting to visit. Often reciprocal arrangements are the most effective when it comes to observing peers. Unfortunately teachers often work in isolation. We can learn a lot from each other. Take advantage of the experts right down the hall. Be sure to communicate with your principal because there may be building or district funds available to support this professional growth activity.

Peer Mentoring: Providing Support to Colleagues

Definition: Peer mentoring is a powerful model to support teaching and learning. Peer mentoring under this definition implies a mutual relationship between peers that involves observing each other in the classroom, having conversations about what was observed, and making improvements based upon the conversations.

Example: A group of three teachers in a school department would like to meet throughout the year as peer mentors. They decide to meet once a month to talk about curriculum development and agree to observe each other once a month.

Suggestions: Peer mentoring under this model is completely informal. It is up to the teachers to arrange all of their interactions. It is important to have the support of your principal if you would like to try this professional growth activity.

Portfolio: Collection of Evidence (Formal or Informal)

Definition: Portfolios, or collections of evidence, can be a powerful way to demonstrate what you have learned as a teacher.

Example: In order to obtain a National Board Certification, a collection of evidence must be created. This portfolio includes video taping instruction among many other activities. A teacher who is developing a portfolio for a master's project, National Board Certification, or simply to document professional growth can use a collection of evidence to demonstrate mastery.

Suggestions: Since portfolios can not only document what you have done as a teacher but also help guide future instruction, they can be very helpful projects. They can also be used by teachers to specifically direct energy toward improving in one or more of the teaching standards defined in this manual.

Professional Learning Community Involvement

Definition: The term Professional Learning Community (PLC), is currently a buzz word in education. The term originated in the business community and denotes a group (community) of professionals that are committed to formally learning together in order to improve performance. The original notion of PLCs has its root in the Plan, Do, Study, Act (PDSA) cycles (*Out of the Crisis*, Edward Deming, 1985) where teams of workers systematically developed plans, implemented them, studied the results, and revised their actions. In education, PLCs over time have developed into data teams that specifically use available data to design interventions and then implement those interventions and study the results.

Example: A high functioning PBIS team could be considered a data team or PLC, but PLCs can also function as book groups, lesson study groups, or critical friend groups. The key element of PLCs are adults committed to learning together to improve student performance.

Suggestions: High functioning PLCs are made up of people who have similar goals, designated time, and on-going training.

Professional Development Activities, Workshops, and Conferences

Definition: Harrisburg School District highly values professional development and strongly encourages teachers to pursue opportunities when they become available. The district offers many professional development opportunities in addition to workshops and conferences that occur throughout the state.

Suggestions: Professional growth is most effective when it is connected to teacher interest and/or building and district goals. When determining professional development activities to pursue teachers should think about the areas of teaching they would like to grow in and/or building or district instructional initiatives that are currently being implemented.

Reflective Journal

Definition: Journaling is an extremely powerful way for teachers to learn, reflect, and grow in their teaching practice. Reflective journals can take many forms and all forms are acceptable. The key component of reflective journaling is for personal learning.

Example: Some teachers like to write and reflect on a computer. Some teachers prefer an “old school” lined journal where they can write long hand. Others prefer a blank bound journal where they can sketch pictures and jot down thoughts. All of the above will work. Making a discipline of journaling and sharing thoughts with others can be a powerful learning experience that will have a positive impact upon teaching.

Suggestions: Make the journal work for you. Take time on a regular basis to think and write about your teaching practice. As you write and reflect, be sure to look back through previous entries as well. Share your learning with others. Most of all, make the journaling personally meaningful.

Videotape Analysis

Definition: Videotaping doesn't have to be complex or threatening, and it can be very helpful for a teacher to observe her instruction. Videotaping can be done by small groups of teachers or individually.

Example: A single teacher can set up a video camera in the back of the classroom, hit “record,” and then watch the tape privately at a later time. Students can also be trained to videotape their teacher as well.

Suggestions: When watching a video, it is important to jot down a few notes about what you are watching, and choose one or two things to improve at rather than be overwhelmed by several things you observe.

Other Ideas

Definition: Create your own option for professional growth but whatever you do make the experience relevant and meaningful for you.

Appendix G Gathering Evidence and Selecting Artifacts

Definition of Evidence

Evidence is defined as factual information that adequately and appropriately provides proof of a teacher's proficiency in teaching. Evidence must be adequate that is substantial and/or ample enough to be credible and appropriate and that is relevant to and congruent with the standard.

Developing a plan to gather evidence for the April 15 *Evidence Submission* requires that supervisor and teacher consider the following question:

How can the teacher provide evidence of his/her skill in the different components of teaching?

Which standards are demonstrated through classroom interaction and observation and which require additional or alternative evidence?

If measures of student learning were to be included what would count as evidence and how can the evidence be collected in an equitable manner?

What sources of information are possible?

Who should provide or collect the evidence?

Suggested Sources of Evidence

Classroom Observation

A classroom observation is the best setting in which to witness essential aspects of teaching.

Digital Recordings

A digital recording of a class can provide much of the same information as a classroom observation.

Teacher Self-Assessment

The act of self-assessment requires reflection, an activity documented through research to yield professional learning and growth. As a source of information, self-assessment can add much to the dialogue regarding the quality of teaching.

Structured Reflection

A structured reflection is a formal analysis of a teacher's teaching practices. When systematically reviewed and committed to writing, the structured reflection is a rich source of professional growth.

Planning Documents

Unit plans and individual lesson plans provide evidence of long-range and short-term planning. Planning documents that provide appropriate and adequate evidence have the following characteristics:

- a. Short-term and long-range plans are goal directed;
- b. Represents learning that is relevant and essential to a discipline;
- c. Incorporates elements of active learning;
- d. Includes strategies for assessment of student learning;
- e. Reflects the levels of learning and backgrounds of students.

Teaching Artifacts

Artifacts are the “stuff” developed or selected by teachers to facilitate the instructional/learning process. Artifacts provide evidence, not only of classroom life and the teacher’s thinking, but also of the teacher’s skill in planning. In addition, they demonstrate how the teacher has adapted assignments to meet the needs of individuals or groups of students within the class.

Parent and Community Communications

Class newsletters, curriculum outlines for back-to-school night, student progress reports, logs of parent contacts, notes from parent conferences, and information regarding a planned school excursion, are all examples of evidence of a teacher’s skill in communication with families.

Logs of Professional Development Activities and School or District Projects

Logs, supplemented by artifacts like conference programs or documents produced by a committee provide important evidence of teachers’ active engagement in the professional life of the school or district and their commitment to their own professional growth.

Samples of Student Work or Other Evidence of Student Learning

To be considered as substantial and viable evidence the following guidelines need to be observed:

- a. Work samples need to represent the full range of student ability and skill in a class.
- b. Work samples should be collected over time from the same students to demonstrate growth in skill and conceptual learning.
- c. Work samples need to be accompanied by a brief commentary by the teacher.

Student, Parent, or Colleague Feedback

Preparing, administering and analyzing feedback from student and parent surveys can provide additional evidence of how the teacher’s performance is viewed from multiple perspectives. Surveys can provide powerful feedback to teachers unavailable from any other source.
