

Siuslaw School District 97J

Professional Growth and Evaluation Handbook

- Certificated Staff -

**Professional Practice Designed to Meet the
Instructional Demands of All Students**

Revised/Adopted
September 13, 2023 (pending adoption)

*"The object of education is to prepare the young to
educate themselves throughout their lives."*

~ Robert M. Hutchins

Siuslaw School District 97J does not discriminate on the basis of race, color, sex, marital status, religion, national origin, age, sexual orientation, or disability in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies:
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Siuslaw School District 97J

Mission

Motivating and preparing all students to reach their greatest potential.

Guiding Principles

- We believe that all children, through their unique strengths and talents, have value and can learn.
- We believe in high standards and expectations, and accountability for all.
- We believe in providing a safe, positive, and mutually respectful educational environment.
- We believe that involvement of the entire community is essential to our students' success.
- We believe that quality communication and collaboration are critical to the educational process.
- We believe in a highly trained and well qualified staff.

Strategic Directions

Strategic Direction # 1

All students are future ready.

Strategies

1. All students will receive a rigorous education with high expectations.
2. All staff will be committed to pursuing opportunities for professional growth that prepares them to meet instructional demands of all students.

Strategic Direction # 2

All students and staff are engaged and challenged in a safe environment of mutual respect and dignity.

Strategy:

1. Siuslaw School District has high expectations for interpersonal conduct in all settings.

Strategic Direction # 3

All families and community members actively participate in the education of our children.

Strategies:

1. The district and each school will have a family community involvement plan.
2. Community members will volunteer and participate in the educational programs.

Strategic Direction # 4

All students and staff will be included in a network of ongoing communication in order to provide relevant information.

Strategy:

1. Staff, students and the community will be well informed through:
 - Updated, user friendly and well organized website
 - Regular administration communications
 - A K-12 culture of trust and ongoing dialogue

Performance Evaluation/Professional Growth Committee

Quality characteristics and guiding principles for effective professional growth and programs for enhancing professional growth:

1. All staff will foster a culture of continuous improvement through meaningful, objective evaluation. The focus will be on student learning, reflection and professional dialog.
2. The district will provide an effective tool of collaborative measurement to recognize and promote growth toward distinguished teaching.
3. Meaningful, appropriate staff development opportunities will be provided to support professional growth and effective instructional strategies.
4. The planning and process of the evaluation tools will be shared with all staff in order to create a transparent model for school improvement.

Target: To enhance professional practice through continuous improvement and a professional growth model for observation and evaluation:

- A. Contribute to systematic improvement of instruction
- B. Honor and promote high standards of professional performance
- C. Support instructional improvement with assistance and support
- D. Provide equitable and dignified procedures for supervision and evaluation
- E. Comply with state statutes and contractual agreements for supervision and evaluation

Committee members:

May 11, 2011

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Every morning in Africa, a gazelle wakes up. It knows it must outrun the fastest lion or it will be killed. Every morning in Africa, a lion wakes up. It knows it must run faster than the slowest gazelle, or it will starve. It doesn't matter whether you're a lion or gazelle - when the sun comes up, you'd better be running."

~ from The World is Flat by Thomas Friedman

Overview

Overview History:

For the past several years, the observation and evaluation philosophy of Siuslaw School District was based on the Charlotte Danielson Framework for Instruction. Now, we are interested in expanding this model into one that addresses more complex learning, problem solving and the application of knowledge to unfamiliar situations. Recent educational research, particularly on the nature of the brain and how it learns, has made it clear that we need new approaches to teaching, and therefore, to the description and evaluation of teaching.

Philosophy:

The movement to adopt content standards for student learning has its parallel in new approaches toward the evaluation of teaching. The purpose of evaluation must extend beyond quality assurance instructional quality to a more accountable system of professional development leading to continuous refinement to the craft and art of teaching. By focusing more on professional development, the process of evaluation is based upon a more trusting relationship between professional educator and supervisor and supported by frequent, ongoing dialogue about professional practice.

Focus:

A collaborative team representing professional educators from all grade levels, school board, and administration was formed in the Fall of 2010 and worked with a professional facilitator throughout the 2010-11 school year. Our assignment was to study successful professional educator professional development and evaluation plans and as a result created this plan that represents our commitment to developing and supporting clearly stated standards for effective instruction. As we engaged in this process, committee members analyzed and reflected on the strengths and weaknesses of Siuslaw's existing evaluation system. In the beginning, much of our time was spent reading and discussing professional literature on the topic. The committee's desire was to implement a plan that was aligned and supported by the Council of Chief State School Officers Model Core Teaching Standards. As a result of this intense focus on the literature, we were able to identify best practices and current trends in professional educator evaluation. The work of Kim Marshall and Charlotte Danielson guided our committee to develop an effective and meaningful Teacher Professional Growth and Evaluation Plan.

We also collected and reviewed various local districts' evaluation systems, including Springfield, Bethel, Klamath Falls and North Carolina schools for trends and ideas in developing one best suited for our own district. The format of this plan reflects Springfield Public Schools Teacher Growth and Evaluation Handbook.

A desire of the committee was that professional educators establish their own goals toward professional excellence and have the support to achieve those goals. Administrative support of these goals must be facilitated by well-informed instructional leaders who are familiar with the professional educators' learning environments, their strengths, and their goals. Most importantly, we set out to design a plan that will foster conversation about teaching, instructional improvement and effective practices that will help our students to be future ready. This plan supports our Strategic Direction and Strategies.

The committee gave careful consideration to developing an evaluation process that would reflect this desire and meet the needs of the professional educators, administrators and Board of Education within Siuslaw School District. We utilized our committee members' knowledge and expertise to develop a meaningful evaluation process that will positively impact student learning and professional educator professional development throughout our schools.

Outcome:

This Professional Growth and Evaluation Plan is based on the Siuslaw Framework for Instruction with three domains that reflect what effective professional educators do in their learning environments, as well as two domains that reflect their professional responsibilities. The domains identified in the Framework for Professional Practice include: Planning and Preparation, Learning Environment, Instruction, Professional Responsibilities and Specialists. Utilizing these domains as the focus or guide for professional development efforts, three staff development tracks are outlined. Each track focuses on the unique professional needs of professional educators at varying stages in their careers. It is our hope that this evaluation process will serve as a valuable tool in our continuous pursuit of excellence.

A Professional Growth Committee was reconvened in December 2012 to study the Oregon Framework and Senate Bill 290 in order to implement the required elements in our Evaluation Plan.

"In times of drastic change, it is the learners who inherit the future. The learned usually find themselves beautifully equipped to live in a world that no longer exists." ~ Eric Hoffer

Responsibility for Implementation

The Siuslaw Professional Growth and Evaluation Handbook for licensed teaching professionals is designed to engage professional educators and administrators in a continuous and collaborative process to improve the professional practice of teaching and learning. This handbook is built on the following assumptions:

- A strong common agreement on the practices and procedures for professional development and evaluation is beneficial to students, staff and administration.
- This document will be reviewed and revised after the first year and every two years thereafter by administrators and professional educators.

Staff

All new professional educators will receive a copy of the Siuslaw Professional Growth and Evaluation Handbook during the first month of school. Staff members will review the handbook at staff meetings on professional development and will participate fully in the professional development, supervision, and evaluation process according to the stated guidelines and timelines.

Teacher Association

The Siuslaw Education Association will assume the responsibility for informing staff of the specific contract language regarding professional development. It will inform staff members of their rights and responsibilities and be available through its representatives to answer questions.

Administrators

Administrators will review the purpose and process for professional development, supervision and evaluation, which will be the subject of professional development with their staffs by October 31 of each school year. Special consideration will be given to the needs of professional educators new to the school or district.

District Administrators

The district administrative staff will provide funds and materials to produce, print, and distribute the Siuslaw Professional Growth and Evaluation Handbook each year and provide professional development opportunities and resources for enhancing professional practice.

School Board

The School Board will monitor the professional development program in the spirit of improving instructional effectiveness of the staff.

“The core mission of formal education is not simply to ensure that students are taught but to ensure that they learn.”

Richard DuFour

“Principals and teachers are partners in bringing first-rate instruction to every child.”

Kim Marshall



Siuslaw Framework for Instruction

*“Teaching, of course, is at the heart of the heart of the school’s instructional program
and makes the largest single contribution to student learning.”*

Charlotte Danielson

Siuslaw School District Professional Growth and Evaluation Plan

The Professional Growth and Evaluation plan for Siuslaw School District is designed around the following five domains that encompass effective instruction:

- I. Planning and Preparation
- II. Learning Environment
- III. Instruction
- IV. Professional Responsibilities
- V. Specialists

Each of the domains can be further broken down into additional researched-based performance standards that define best practice in the teaching profession. Though not every performance standard applies to every certified teacher in Siuslaw School District, every certified position can be encompassed by the 23 standards.

The 23 performance standards are as follows:

- I. Planning and Preparation**
 1. Knowledge of Content
 2. Knowledge of Students
 3. Instructional Goal Setting
 4. Curriculum Design
 5. Assessment Planning
- II. Learning Environment**
 6. Climate of Respect and Learning
 7. Learning Environment 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. Meeting Special Program Requirements (learning environment teacher)
- V. Specialists**
 16. Meeting Special Program Requirements (specialists)
 17. Conducting Student Assessments and Evaluations
 18. Developing Student Plans and Consulting with Others
 19. Developing Facilitating Meetings and Discussions
 20. Being Available to Others
 21. Supporting Instruction
 22. Utilizing Support Personnel
 23. Providing Training and Staff Development

Siuslaw Framework for Instruction Rubric Definitions/ Four Levels of Performance

The following definitions are used as a guide to evaluate a teacher's performance:

Does not meet expectations: The performance is unacceptable and must improve significantly.

Basic: The performance is developing but there are specific areas that can be improved

Effective: The performance is strong and there are minimal weaknesses.

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

Guiding Questions:

- Does the professional educator have sufficient (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?

Does not meet expectation	Basic	Effective	Highly Effective
<ul style="list-style-type: none"> • The professional educator does not have a command of the subject. • Students are occasionally engaged, and sometimes demonstrate learning. There are many student misconceptions about content covered. • Very few resources are used to communicate content knowledge. The content taught is seldom related to national, state, or district standards. • The professional educator is unaware or has little knowledge of content standards. • Designs lessons that rely mainly on mediocre and low-quality textbooks, workbooks, or worksheets. • Has little familiarity with the subject matter and few ideas on how to teach it and how students learn. • Designs lessons aimed at the “middle” of the class. 	<ul style="list-style-type: none"> • The professional educator has a developing command of subject knowledge. • Students are engaged 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 professional educator is aware of some content standards and uses them to guide instruction. • Designs lessons that involve a mixture of good and mediocre learning materials. • Is somewhat familiar with the subject and has a few ideas of ways students develop and learn. • Designs lessons with some thought as to how to accommodate special needs students. 	<ul style="list-style-type: none"> • The professional educator has a strong command of the subject. • Students are almost always engaged 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 professional educator has strong content knowledge and uses that knowledge to guide instruction. • Designs lessons that use an effective, multicultural mix of materials, which include attention to learners’ personal, family, and community experiences and cultural norms. • Knows the subject matter well and has a good grasp of child development and how students learn. • Designs lessons that target diverse styles, interests and learning needs in each area of development (cognitive, linguistic, social, emotional, and physical). 	<ul style="list-style-type: none"> • The professional educator has complete command of the subject. • Students are consistently engaged 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 knowledge and the content taught can easily be related to national, state, or district standards. • The professional educator has deep content knowledge and uses that knowledge to guide instruction. • Designs lessons involving an appropriate mix of top-notch, multicultural learning materials, which include attention to learners’ personal, family, and community experiences and cultural norms. Provides opportunities to apply content knowledge using real world problems. Expanding their understanding of local and global issues. • Is expert in the subject area and has a cutting-edge grasp of child development and how students learn and creates opportunities for students to learn, practice, and master academic language. • Designs lessons and breaks down complex tasks and addresses all styles, interests and learning needs in each area of development (cognitive, linguistic, social, emotional, and physical)

Examples to look for:

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

Guiding Questions:

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

Does not meet expectation	Basic	Effective	Highly Effective
<ul style="list-style-type: none"> • The professional educator does not build upon students’ prior knowledge or experiences. • The professional educator is unaware of a student’s cultural background. • The professional educator puts forth little effort to understand student background, culture and learning style. • The professional educator rarely accesses school or district resources to meet particular learning differences or needs. • The professional educator seldom understands or seeks out the learning styles of his/her students. • Plans lessons that rely mainly on mediocre and low-quality textbooks, workbooks, or worksheets. • Has little familiarity with the subject matter and few ideas on how to teach it and how students learn. • Designs lessons aimed at the “middle” of the class. • Does not account for diverse abilities in lesson design. 	<ul style="list-style-type: none"> • The professional educator sometimes builds upon students’ prior knowledge and experiences. • The professional educator is sometimes aware of the cultural differences in a student’s background • The professional educator sometimes makes the effort to understand student background, culture and learning style, but rarely adjusts or accommodates individual instruction. • The professional educator occasionally accesses school or district resources, materials and services to meet particular learning differences or needs. • Designs lessons that involve a mixture of good and mediocre learning materials. • Is somewhat familiar with the subject and has a few ideas of ways students develop and learn. • Plans lessons with some thought as to how to accommodate special needs students. • Plans lessons with some thought as to how to accommodate all learning needs in the learning environment. 	<ul style="list-style-type: none"> • The professional educator almost always builds upon students’ prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understanding in different ways. • The professional educator is aware of the cultural differences of the majority of students. • The professional educator puts forth effort to understand student background, culture and learning style and makes instructional and individual adjustments based upon this knowledge. • The professional educator accesses school or district resources, material and services to meet particular learning differences or needs. • Designs lessons that use an effective, multicultural mix of materials and resources to meet some students’ needs. • Knows the subject matter well and has a good grasp of child development and how students learn. • Designs lessons that target diverse learning needs, styles, and interests, as well as, creates opportunities for students to demonstrate their learning in different ways. • Designs lessons that target diverse learning needs, styles and interests. Creates opportunities for students of all learning needs in the learning environment. 	<ul style="list-style-type: none"> • The professional educator consistently builds upon students’ prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understanding in different ways. • The professional educator is acutely aware of the cultural differences of all students. • The professional educator puts forth great effort to understand student background, culture and learning style and frequently makes instructional and individual adjustments based upon this knowledge. • The professional educator often accesses school or district resources, materials and services to meet particular learning differences or needs. • The professional educator seeks out the learning styles of students and actively designs instruction that will most closely match the learning needs of the students while developing diverse social and cultural perspectives that expand the understanding of local and global issues. • Designs lessons involving an appropriate mix of top-notch, multicultural learning materials. • Is expert in the subject area and has a cutting-edge grasp of child development and how students learn. • Designs lessons and breaks down complex tasks and addresses all learning needs, styles and interests as well as, creates opportunities for students to demonstrate their learning in different ways. • Designs lessons that break down complex tasks and addresses ALL styles, aptitudes, and learning needs in the learning environment.

Examples to look for:

- The professional educator has been trained in SIOP, GLAD, cultural competency, understanding poverty, mental health or other workshops that help to understand student backgrounds, cultural and learning styles.
- The professional educator has a deep understanding, knowledge and applies systems that help determine student learning styles such as: multiple intelligence theory, or other learning style theories.
- The professional educator can demonstrate how lesson plans have been adjusted based upon the learning styles and cultural needs of students. The professional educator builds upon students' prior knowledge and experiences and is acutely aware of the cultural and ability differences of all students.
- Home/school communication log, emails, office appointments.

Guiding Questions:

- Is the professional educator familiar with state content standards and knows where to find them?
- Can the professional educator state his/her instructional goals? Are these goals measurable? Are they stated in terms of student learning?
- Does the professional educator individualize instructional goals based upon student needs?
- Does he/she share goals with other professional educators in order to improve practice?
- Does the professional educator use room arrangements, materials and display curriculum alignment to maximize student learning?

Does not meet expectation	Basic	Effective	Highly Effective
<ul style="list-style-type: none"> • The professional educator does not demonstrate 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. • Plans lesson by lesson and has little familiarity with state standards and tests. • Teaches on an <i>ad hoc</i> basis with little or no consideration for long-range and higher-order curriculum goals. • Plans lessons aimed primarily at entertaining students or covering textbook chapters. 	<ul style="list-style-type: none"> • The professional educator is developing knowledge of state content standards and a system for instructional goal setting. • Year-long and unit plans are evident but limited in their scope and sequence. Weekly lesson plans sometimes include instructional goals that cannot be easily measured. • The professional educator has limited goals for students with different learning styles or cultural backgrounds. • Has done some thinking about how to cover high standards and test requirements this year. • Plans lessons with some thought to larger goals and objectives and higher-order thinking skills. • Plans lessons with unit goals in mind. 	<ul style="list-style-type: none"> • The professional educator has definite knowledge of state content standards and an effective system for instructional goal setting that is clear and easily understood. • Year-long and unit plans have been developed and the professional educator used 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 professional educator monitors goals they have set and adjusts them based upon student learning and misconceptions. • Extensively plans the year to include all state standards and prepares students for assessments. • Plans most curriculum units backwards with standards, state tests and some of Bloom’s levels in mind. • Designs lessons focused on measurable outcomes aligned with unit goals and state standards. 	<ul style="list-style-type: none"> • The professional educator 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 professional educator 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 professional educator 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 professional educator consistently monitors goals they have set and adjusts them based upon student learning and misconceptions. • Has a well-honed game plan for the year that is tightly aligned with state standard and assessments. • Plans all units backwards, aligned with high standards, state assessments and all of Bloom’s levels. • Designs lesson with clear, measurable goals closely aligned with standards and unit outcomes, which include students mastering academic language in the content areas.

Examples to look for:

- The professional educator is familiar with national, state, district and school content standards and uses those standards in their planning documents.
- The professional educator 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 achieve them.
- Year-long unit and weekly lesson plans have been developed that include instructional goals and learning outcomes.
- Lesson and unit objectives are written on the board or posted in the learning environment for students to see and understand.

Guiding Questions:

- Has the professional educator developed year-long, unit and weekly 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 student in problem-solving and critical thinking? Does it reflect research-based best practices?
- Can the professional educator describe research-based best instructional practices that apply to their content area and level?
- Does the professional educator have a homework policy that is aligned to the school district policy?

Does not meet expectation	Basic	Effective	Highly Effective
<ul style="list-style-type: none"> • The professional educator’s long-range instructional plans are very limited. • It is clear that the instructor 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. • Plans lessons aimed primarily at entertaining student or covering textbook chapters. • Plans lessons with very little likelihood of motivating or involving students. • Plans lessons aimed at the “middle” of the class. 	<ul style="list-style-type: none"> • The professional educator has developed long-range instructional plans and has a system for curriculum design that ensures instruction promotes critical thinking and problem-solving. • The curriculum design is somewhat relevant to student needs and is occasionally focused on measurable outcomes. • The professional educator sometimes uses appropriate resources beyond the textbook. • Plans lessons with unit goals in mind. • Plans lessons that will catch some students’ interest and perhaps get a discussion going. • Plans lessons with some thought as to how to accommodate special needs students, to include the development of English proficiency for English Language Learners. 	<ul style="list-style-type: none"> • The designed curriculum has articulated long range and short term outcomes that are almost always focuses on student learning. • Through frequent use of interactive technology some of the curriculum design reflects research based best practices, critical thinking, problem solving and project-based learning. • The planned curriculum is almost always 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 professional educator uses resources beyond the textbook in order to provide the highest quality curriculum possible. • Designs lessons focused on measurable outcomes aligned with unit goals and state standards. • Designs lessons that are relevant, motivating and likely to engage students in active learning with ideas and people locally and globally. • Designs lessons that target diverse learning needs, to include the development of English proficiency for English Language Learners. 	<ul style="list-style-type: none"> • The designed curriculum has articulated long range and short term outcomes that consistently focuses on differentiated student learning. • Through the use of consistent interactive technologies, the curriculum design reflects research-based best practices, develops learners’ communication skills, promotes critical thinking, problem-solving and project-based learning, applying methods of inquiry and standards of evidence used in the discipline. • The planned curriculum is highly relevant to unique student needs and interests and is adjusted as the learning progresses throughout the year so that it is consistently current, relevant and engaging. • The professional educator frequently uses resources beyond the textbook in order to provide the highest quality curriculum possible and implements supports for learner literacy development across the content areas. • Designs lessons with clear, measurable goals closely aligned with standards and unit outcomes. • Designs highly relevant lessons that engage the learner in complex projects while analyzing the complexities of an issue or question using perspectives from different disciplines and extend learner interaction with ideas and people locally and globally. • Designs lessons that break down complex tasks and makes material accessible to all learning needs, to include the development of English proficiency for English Language Learners.

Examples to look for:

- Year-long unit and weekly lesson plans are detailed, age appropriate and relevant to student needs and interests.
- The professional educator uses resources beyond the textbook to provide the highest quality learning experiences.
- The professional educator has a variety of learning options planned throughout their curriculum so that students will have several ways and opportunities to demonstrate learning (i.e. differentiated)
- The professional educator is familiar with best practices research and can tell you about trainings, workshops, books, courses or conferences that have helped guide how curriculum was designed.

Guiding Questions:

- Is the professional educator familiar with the wide variety of assessment options that are available and can they explain how to use those assessments effectively?
- Does the professional educator connect learning environment and district assessments with instructional goals?
- In what ways does the professional educator use formative and summative assessments to inform planning, guide instruction and provide meaningful feedback?

Does not meet expectation	Basic	Effective	Highly Effective
<ul style="list-style-type: none"> • The professional educator is not familiar with a wide variety of state, district and school assessment methods and options. As a result, is not able to use those assessments effectively and does not use them to guide instruction. • The professional educator uses very few formative and summative assessment tools and rarely collaborates when it comes to assessment planning. • Writes final tests shortly before they are given. 	<ul style="list-style-type: none"> • The professional educator 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 professional educator sometimes collaborates with colleagues in the planning and use of assessments. • Drafts unit tests as instruction proceeds. 	<ul style="list-style-type: none"> • The professional educator is almost always aware of district, school and state assessments and as a rule uses formative and summative assessments to guide instruction and promote further learning. The assessments are congruent with whole group and individual instructional goals. • The professional educator almost always collaborates with colleagues to plan common assessments. • The professional educator almost always plans interim and summative assessments to monitor student learning, which take into account the cognitive, linguistic, social and physical needs of each student to develop differentiated learning for most students. 	<ul style="list-style-type: none"> • The professional educator is acutely aware of district, school and state assessments and consistently uses a variety of formative and summative assessments to guide instruction. The assessments are strongly congruent with whole group and individual instruction goals. • The professional educator also designs formative assessments and consistently collaborates with others to plan common assessments. • Prepares diagnostic, on-the-spot, interim and summative assessments to monitor student learning, which take into account the cognitive, linguistic, social and physical needs of each student to develop differentiated learning for all students.

Examples to look for:

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

Guiding Questions:

- As a result of instruction are students actively engaged and becoming problem solvers?
- Does the professional educator support all students learning and achieving at high levels?
- Do the students feel safe, valued and respected?
- Does the professional educator promote safety, respect and learning through their language, behavior and learning environment displays?
- How does the professional educator respond to student treatment of others in the learning environment?
- Is the learning environment warm and inviting?

Does not meet expectation	Basic	Effective	Highly Effective
<ul style="list-style-type: none"> • The professional educator has not been able to create a learning environment that promotes equity, respect and positive interactions. • Non engagement and inappropriate interactions between students are common. • The professional educator does not have high expectations for student success, quality work or achievement. • Passive, retreating or rebellious actions mark student behavior. 	<ul style="list-style-type: none"> • Sometimes the professional educator collaborates with families and colleagues to create an environment that supports equity, respect and positive interactions. • Student to student interactions are sometimes 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. 	<ul style="list-style-type: none"> • In collaboration with learners, families and colleagues the professional educator has almost always created an environment that communicates 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 evident and is demonstrated in a variety of ways- usually in student engagement in the schoolwork presented. • Teacher almost always monitors student affect and adjusts the learning environment as needed. 	<ul style="list-style-type: none"> • In collaboration with learners, families and colleagues the professional educator has consistently created an environment that strongly communicates equity, respect and positive interactions. • Student to student interactions are consistently positive and appropriate to cultural norms. • Expectations are above and beyond, consistently challenging student success, quality work and achievement. • Active participation is consistently evident and is demonstrated in a variety of ways- especially in authentic engagement. • Teacher consistently monitors student affect and adjusts the learning environment as needed.

Examples to look for:

- Learning environment and student displays promote a climate of learning and respect.
- Students treat other students, staff and community in positive and appropriate ways.
- The professional educator intervenes when necessary to establish and promote a learning environment of respect and learning.
- The instructor demonstrates knowledge and application of district wide PBIS.
- Students treat equipment, materials and facilities with respect.
- The professional educator shows care, respect and builds strong rapport with every student.
- Students are engaged in the lesson being presented.

Guiding Questions:

- Does the professional educator have a coherent and comprehensive system for managing learning environment 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 instructional materials they need to be successful?
- Is the room set-up and learning environment safe, accessible and conducive to high levels of learning?

Does not meet expectation	Basic	Effective	Highly Effective
<ul style="list-style-type: none"> • The professional educator does not have a clear system to manage learning environment procedures. As a result, a student learning is compromised and there are many learning environment interactions that are not positive. • The learning 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. 	<ul style="list-style-type: none"> • The professional educator has a fairly clear system to manage learning environment procedures. As a result, student learning is now and then supported and learning environment interactions are inconsistently positive. • The learning environment is fairly safe and accessible for all. • There is some loss of instructional time during transitions and students do not usually have access to the materials they need to be successful. 	<ul style="list-style-type: none"> • The professional educator collaborates with learners and colleagues to develop an effective and efficient system to manage learning environment procedures of instruction. As a result, student learning is strongly supported and learning environment interactions are almost always positive. • Almost always, the learning environment is safe with a positive learning climate of openness, mutual respect, support, and inquiry, which is accessible for all. • There is little loss of instructional time during transitions and students have access to the materials they need to be successful. 	<ul style="list-style-type: none"> • The professional educator collaborates with learners and colleagues to develop an extremely effective and efficient system to manage learning environment procedures of instruction. As a result, student learning is powerfully supported and learning environment interactions are positive at all times. • Consistently, the learning environment is safe with a positive learning climate of openness, mutual respect, support, and inquiry, which is 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.

Examples to look for:

- Student interactions are positive.
- Learning environment is organized and welcoming, with specific evidence of learning content standards.
- Transition times are efficient and very little instructional time is lost.
- The professional educator has a very clear and articulated system for managing all learning environment procedures.
- Students know, understand and can explain the system to others.

Guiding Questions:

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

Does not meet expectation	Basic	Effective	Highly Effective
<ul style="list-style-type: none"> • The professional educator does not have a clear system of learning environment expectations and does not clearly communicate or enforce learning environment and school expectations. As a result, inappropriate student behavior occurs on a regular basis. • The professional educator is reactionary-usually reacting to negative behavior rather than preventing it in a positive way. 	<ul style="list-style-type: none"> • The professional educator has developed learning environment expectations and communicates and enforces those learning environment and school expectations on a regular basis; however student behavior is appropriate only some of the time. • The professional educator is occasionally proactive and from time to time reactive. As a result, is not able to prevent negative behavior through monitoring, pre-teaching, reminders and positive reinforcement. 	<ul style="list-style-type: none"> • The professional educator has developed learning environment expectations that are clear and easy to understand and almost always communicates and enforces those learning environment and school expectations. • The professional educator is involved in supporting positive behavior beyond the learning environment. Student behavior is almost always appropriate. • The professional educator is almost always proactive and is able to prevent negative behavior through monitoring, pre-teaching, reminders and positive reinforcement. 	<ul style="list-style-type: none"> • The professional educator has developed effective learning environment expectations that are clear and easy to understand and consistently communicates and enforces those learning environment and school expectations. • Consistently is involved in supporting positive behavior beyond the learning environment as well. Student behavior is consistently appropriate. • The professional educator is consistently proactive and is able to prevent negative behavior through monitoring, pre-teaching, reminders, positive reinforcement and a host of other strategies.

Examples to look for:

- The professional educator is familiar with and uses effective behavior strategies to maintain positive behavior in the learning environment.
- The professional educator is involved with the PBIS or culture team at the school, and application is clearly demonstrated in the learning environment.
- Students are well-behaved, treat one another with respect and follow directions.
- Learning environment expectations are posted, taught, reinforced and re-taught.
- Students are aware of the learning environment and school expectations.
- Students managed effectively through intrinsic system of rewards.
- Instructor consistently seeks out resources for support.

Guiding Questions:

- Is the lesson delivery clear and easy to understand?
- Does the professional educator use a variety of instructional strategies including technology?
- In what ways does the professional educator 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 professional educator create high levels of engagement?
- Does the professional educator use a variety of questioning techniques to engage students?
- How does the professional educator use assessment techniques to monitor and adjust instruction?

Does not meet expectation	Basic	Effective	Highly Effective
<ul style="list-style-type: none"> • The professional educator’s lesson is not clear or easy to understand. • The professional educator 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 professional educator rarely uses effective questioning techniques or differentiates instruction to meet needs of his students. • Very few strategies are used to deliver instruction. • Students are not engaged. 	<ul style="list-style-type: none"> • The professional educator’s lesson is clear and easy to understand some of the time. • The professional educator is aware of the need of activating students’ prior knowledge but applies few strategies to apply prior knowledge. There is some evidence of higher level thinking and problem-solving. • The professional educator uses some questioning techniques but has only limited strategies to deliver instruction. • Demonstrates some knowledge and occasionally attempts differentiated instruction. • Students are engaged in learning some of the time. 	<ul style="list-style-type: none"> • The professional educator’s lesson almost always is clear and easy to understand. • The professional educator is aware of the need of activating students’ prior knowledge and has strategies to access prior knowledge. Higher level thinking and problem-solving does occur. • The professional educator has several questioning techniques and uses strategies, including technology, to deliver instruction. • Instruction is almost always differentiated for diverse student needs, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency. • Active engagement and student ownership are evident in the learning environment. 	<ul style="list-style-type: none"> • The professional educator’s lesson is extremely clear and easy to understand. • The professional educator is aware of the need of activating students’ prior knowledge and uses a variety of strategies to access prior knowledge. • Higher level thinking and problem-solving occurs frequently. The professional educator uses a variety of questioning techniques and strategies, including technology, to deliver instruction. The professional educator engages learners in applying content knowledge to real world problems. • Differentiated instruction supports high levels of active engagement for diverse student needs, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.

Examples to look for:

- Students are actively engaged in learning.
- The professional educator 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 and can be articulated by the students.
- The professional educator 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.

Guiding Questions:

- Does the professional educator listen to his/her students? How do you know? How immediate is feedback to students?
- How does the professional educator 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?
- How is homework used?

Does not meet expectation	Basic	Effective	Highly Effective
<ul style="list-style-type: none"> • Students do not feel comfortable or accepted in the class because they do not feel listened to or supported by the professional educator 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. 	<ul style="list-style-type: none"> • Students are somewhat comfortable in the class and accepted by the professional educator because they feel that they are listened to and acknowledged on a somewhat limited basis. • Students are occasionally motivated to improve their academic or behavior performance. • Feedback is provided in a limited number of forms. 	<ul style="list-style-type: none"> • Students are almost always comfortable in the class and accepted by the professional educator because they are almost always listened to and acknowledged on a regular basis. • Students are strongly motivated to improve their academic or behavior performance due to effective feedback. • Feedback is provided in a variety of forms to students. Students know what they need to do to improve performance. 	<ul style="list-style-type: none"> • Students are extremely comfortable in the class and accepted by the professional educator because they are consistently listened to and acknowledged. • Students are highly motivated to improve their academic and behavior performance due to effective feedback. • Feedback is consistently provided in a variety of forms. Students show they are able to improve their performance.

Examples 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 professional educator sets high expectations through meaningful feedback and encourages students to meet those high expectations by providing the necessary support. The professional educator can produce evidence of systems designed to facilitate frequent, consistent, specific feedback. i.e. scoring rubric, scoring guide.
- Frequency, specificity, timeliness, and consistency of feedback.

Guiding Questions:

- Is the professional educator familiar with the distinction between assessment **for** learning (formative) as opposed to assessment **of** learning (summative)?
- What kind of assessment data does the professional educator use to inform instruction?
- How does the professional educator use formative and summative assessment data?

Does not meet expectation	Basic	Effective	Highly Effective
<ul style="list-style-type: none"> • Assessment data is not used to guide instruction. • Instruction is textbook driven as opposed to being directed by the needs of the students. • The professional educator is unfamiliar with how assessment 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 assessment and the professional educator is unaware of students’ instructional needs. 	<ul style="list-style-type: none"> • Assessment data is sometimes used to inform instruction, but the professional educator doesn’t understand the distinction between assessment for learning (formative) and assessment of learning (summative). • The professional educator is not sure when to use formative assessments and when to use summative assessments. • The professional educator does not have a clear system of tracking meaningful assessments and therefore does not accurately know the performance levels of the students. 	<ul style="list-style-type: none"> • Instruction is almost always driven by student need. It is often differentiated by level and interest. As a result, the instruction is usually relevant and engaging for most students. • Students are almost always familiar with their own assessment data and have ownership over their learning. • The professional educator has an effective and clear system of tracking meaningful assessments and accurately knows the performance levels of most of students. • Knowledge and practice of assessments beyond the district and state options are often present. 	<ul style="list-style-type: none"> • Instruction is consistently 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 professional educator has an effective and clear system of tracking meaningful assessments and accurately knows the performance levels of each student. • Deep knowledge and practice of assessments beyond the district and state options are clearly present.

Examples to look for:

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

Guiding Questions:

- What kind of professional growth opportunities is the professional educator engaged in?
- Is the professional educator a self-directed learner when it comes to professional growth opportunities?
- What are the professional educator’s strengths? How has the professional educator engaged in continuous learning and self improvement?
- What leadership roles has the professional educator pursued at the school and district level?

Does not meet expectation	Basic	Effective	Highly Effective
<ul style="list-style-type: none"> • The professional educator does not seek of professional development opportunities, either in or outside the district and seldom takes advantage of opportunities when they arise. • The professional educator does not engage in meaningful goal setting when it comes to improving performance. • The professional educator has little knowledge of best practices and rarely exhibits the qualities of a lifelong learner to meet the needs of learners, to strengthen the learning environment and to enact system change. • The professional educator is highly defensive of criticism and resistant to changing learning environment practice. 	<ul style="list-style-type: none"> • The professional educator sometimes seeks professional development opportunities, either in or outside the district and occasionally takes advantage of opportunities when they arise. • The professional educator sometimes engages in meaningful goal setting in order to improve performance. • The professional educator is somewhat knowledgeable of best practices and occasionally displays the qualities of a lifelong learner to meet the needs of learners, to strengthen the learning environment and to enact system change. • The professional educator is somewhat defensive of criticism or is not receptive to feedback and suggestions. 	<ul style="list-style-type: none"> • The professional educator often seeks professional development opportunities in or outside the district and regularly takes advantage of opportunities when they arise to develop knowledge and skills. • The professional educator regularly takes on leadership roles at the school. • The professional educator almost always engages in meaningful goal setting in order to improve performance. • The professional educator is knowledgeable of best practices and almost always displays the qualities of a lifelong learner to meet the needs of learners, to strengthen the learning environment and to enact system change. • The professional educator actively seeks feedback and suggestions and uses them to improve performance. 	<ul style="list-style-type: none"> • The professional educator is consistently seeks professional development opportunities, both in and outside of the district and consistently takes advantage of opportunities when they arise to develop knowledge and skills. • The professional educator consistently demonstrates professional educator leadership by taking on leadership roles at the school, including encouraging other professional educators to pursue professional growth opportunities. • The professional educator engages in meaningful and appropriate professional learning experiences. Goal setting is aligned with his/her own needs and the needs of the learners, school and system. • The professional educator is extremely knowledgeable of best practices and consistently displays the qualities of a lifelong learner to meet the needs of learners, to strengthen the learning environment and to enact system change. • The professional educator demonstrates actions that show willingness to change, learn and grow as a professional but is also able and willing to lead others.

Examples to look for:

- The professional educator can describe best practices when it comes to instruction, their content area and research.
- The professional educator is constantly pursuing professional growth opportunities and applies what he is learning.
- The professional educator displays the qualities of a life-long learner which includes the habits of reading, writing, reflection and sharing with others.
- The professional educator is constantly seeking to improve his/her performance through professional growth opportunities.
- The professional educator seeks out effective teaching ideas from supervisors, colleagues, workshops, reading and the Internet.
- Meets frequently with colleagues to plan units, share ideas and analyze interim assessments.

Guiding Questions:

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

Does not meet expectation*	Basic*	Effective	Highly Effective
<ul style="list-style-type: none"> • The professional educator struggles to follow directions and carry out assigned duties. The professional educator needs constant reminders to turn in paperwork and complete required reports. • The professional educator’s record-keeping is not accurate or complete and has trouble explaining it to others. • The professional educator is frequently unavailable to others and does not return phone calls or e-mails consistently. • At times the professional educator does not respond in a professional manner. • Acts in an ethically questionable manner, uses poor judgment and/or discloses student information. • The professional educator consistently and repeatedly requests additional time for absences beyond their accrued benefits regarding issues that concern sick leave, family matters and personal days. • Actions of professional educator in violation of ORS 342-865. 	<ul style="list-style-type: none"> • The professional educator carries out most duties as assigned and maintains accurate records but sometimes needs reminders to complete necessary paperwork or reports. • The professional educator responds professionally most of the time and is available to others when needed. • The professional educator usually returns phone calls and e-mails in a timely manner. • The professional educator has developed a consistent, repeated pattern of absences regarding issues that concern sick leave, family matters and personal days. • Actions of professional educator in violation of ORS 342-865. 	<ul style="list-style-type: none"> • The professional educator carries out all duties as assigned, maintains accurate and organized records and seldom needs reminders to complete necessary paperwork or reports. • The professional educator responds professionally in almost all situations and is available to others when needed. • The professional educator regularly returns phone calls and e-mails in a timely manner. • Is ethical and above-board, uses good judgment and maintains confidentiality with student records. • The professional educator works to limit absences regarding issues that concern sick leave, family matters and personal days. 	<ul style="list-style-type: none"> • The professional educator carries out all duties as assigned, maintains timely accurate and organized records and rarely needs reminders to complete necessary paperwork or reports. • The professional educator responds professionally in all situations and is available to others when needed. • The professional educator always returns phone calls and e-mails in a timely manner. • Is invariably ethical, honest and above-board, uses impeccable judgment and respects confidentiality. • The professional educator rarely has absences regarding issues that concern sick leave, family matters and personal days.

Examples to look for:

- The professional educator can be counted on to complete all required duties, reports and paperwork.
- The professional educator’s record-keeping system is clear, organized, up-to-date and easy to understand (includes observations & artifacts in handbooks).
- The professional educator makes an effort to be available and returns phone calls and e-mails in a timely manner.

* If you do not meet expectations in any of the areas in Standard 13: Professionalism (ORS 342.865), you may also be subject to disciplinary actions up to and including directive and/or termination.

Guiding Questions:

- Does the professional educator communicate effectively and respectfully with students, parents, colleagues, administrators and others?
- What methods does the professional educator use to communicate?
- Does the professional educator need to facilitate meetings as a component of the position?
- In what ways does the professional educator collaborate with others? Is an effective collaborator?
- Does the professional educator communicate student progress in a timely manner to students and parents?
- Does the professional educator illicit support of supervisor appropriately?

Does not meet expectation	Basic	Effective	Highly Effective
<ul style="list-style-type: none"> • The professional educator does not communicate respectfully with stakeholders and as a result there is a frequent mistrust, miscommunication, gossip and relationship breakdowns. • Colleagues do not view the professional educator as a team player due to communication problems and concerns. • The professional educator 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. • The professional educator seldom informs parents of concerns or positive news about their children. • The professional educator does not respond to parent concerns and makes parents feel unwelcome in the learning environment. • The professional educator seldom builds ongoing connections with community resources to enhance student learning and well-being. 	<ul style="list-style-type: none"> • The professional educator communicates respectfully with others some of the time. • If the professional educator is required to facilitate meetings, the meetings sometimes have agendas, sometimes are completed in a timely manner and might result in action steps. • The professional educator occasionally collaborates with families, communities, colleagues, and other professionals to promote learner growth and development. • The professional educator informs parents of problems their children are having but rarely mentions positive news. • The professional educator is slow in responding to parent concerns and gives off an unwelcoming vibe. • The professional educator is too quick/too slow to illicit administrator support. • The professional educator occasionally builds ongoing connections with community resources to enhance student learning and well-being. 	<ul style="list-style-type: none"> • The professional educator communicates effectively and respectfully with others most of the time and as a result healthy relationships are evident. • If the professional educator is required to facilitate meetings, the meetings have agendas, are completed in a timely manner and almost always result in action steps. • Trust is apparent to others. The professional educator almost always collaborates with families, communities, colleagues, and other professionals to promote learner growth and development. • The professional educator almost always makes sure parents hear positive news about their children first and immediately flags any problems. • The professional educator responds promptly to parent concerns and makes them feel welcome in the school. • Teacher elicits administrator support appropriately. • The professional educator almost always builds ongoing connections with community resources to enhance student learning and well-being. 	<ul style="list-style-type: none"> • The professional educator communicates effectively and respectfully with others at all times and as a result healthy relationships are evident. • If the professional educator is required to facilitate meetings, the meetings have an agenda, are completed in a timely manner and result in action steps. • High levels of trust are apparent to others. The professional educator consistently collaborates with families, communities, colleagues, and other professionals to promote learner growth and development. • The professional educator promptly informs parents of behavior and learning problems and also updates parent on positive news. • The professional educator deals immediately and successfully with parent concerns and makes parents feel welcome any time. • The professional educator consistently builds ongoing connections with community resources to enhance student learning and well-being.

Examples to look for:

- The professional educator communicates in a respectful and positive manner to everyone.
- The professional educator is an effective facilitator and is able to develop meeting agendas, adjourn meetings on time and develop action steps.
- The professional educator has a high value for collaboration and is frequently involved in projects and activities that require collaboration.
- The professional educator has a high value on 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 professional educator has a system for communicating with parents (for both positive and negative information).
- The professional educator is available for parents and students during non-class time (e.g. before or after school).

Guiding Questions:

- Does the professional educator have a clear understanding of Special Education, 504, ELD, Talented and Gifted, Title 1 and other school initiative requirements and how they pertain to current students?
- Does the professional educator seek clarification and assistance appropriately?
- Does the professional educator attend and contribute during meetings regarding current students with special needs?
- Does the professional educator modify the learning and/or testing environment in accordance with individual plans?

Does Not Meet Expectations	Basic	Effective	Highly Effective
<ul style="list-style-type: none"> • The professional educator lacks substantial or critical knowledge of applicable laws, policies regulations or procedures or makes substantial or critical errors in procedures or documentation • The professional educator is rarely effective in developing, implementing and/or monitoring appropriate and applicable plans • The professional educator rarely follows provisions specified in individual plans • The professional educator is unaware of or unwilling to accommodate the needs of students with individual plans 	<ul style="list-style-type: none"> • The professional educator at times lacks important knowledge or inconsistently follows applicable laws, policies, regulations and procedures • The professional educator is inconsistently effective in developing implementing and monitoring applicable and appropriate plans • The professional educator follows the provisions of individual plans • The professional educator is occasionally aware of specific instructional and assessment provisions of individual plans. 	<ul style="list-style-type: none"> • The professional educator demonstrates sufficient knowledge of applicable laws, policies, regulations and procedures. • The professional educator consistently follows correct procedures and maintains accurate and sufficient documentation • The professional educator participates in the development, implementation, and monitoring appropriate and applicable plans. • The professional educator advocates for students' best interests regarding instruction • The professional educator understands assessment implications in accordance to individual plans 	<ul style="list-style-type: none"> • The professional educator demonstrates extensive current knowledge of applicable laws, policies, regulations and procedures. • The professional educator consistently follows correct procedures and maintains accurate and sufficient documentation and models such for others • The professional educator provides leadership in the development, implementation, and monitoring appropriate and applicable plans. • The professional educator modifies instruction or setting to meet the needs of students with individual plans • The professional educator actively accommodates the testing implications for students on individual plans

Examples to look for:

- Records that meet timelines and requirements
- Staffing notes
- IEPS and 504 plans that are compliant and complete

Guiding Questions:

- Does the specialist have a clear understanding of Special Education, Section 504 or Title 1 Requirements?
- Does the specialist keep current with changes that affect his/her specific job responsibilities?
- Does the specialist seek clarification and assistance when needed?
- Does the specialist meet timelines?
- Does the specialist keep clear and accurate records?

Does not meet expectation	Basic	Effective	Highly Effective
<ul style="list-style-type: none"> • The professional lacks substantial or critical knowledge of applicable laws, policies, regulations or procedures, or makes substantial or critical errors in procedure or documentation. • The professional is rarely effective in developing, implementing and/or monitoring appropriate and applicable plans. 	<ul style="list-style-type: none"> • The professional at times lacks important knowledge or inconsistently follows applicable laws, policies, regulations and procedures. • The professional is inconsistently effective in developing implementing and monitoring applicable and appropriate plans. 	<ul style="list-style-type: none"> • The professional demonstrates sufficient knowledge of applicable laws, policies, regulations and procedures. • The professional consistently follows correct procedures and maintains accurate and sufficient documentation. • The professional takes a leadership role in developing, implementing and monitoring appropriate and applicable plans. 	<ul style="list-style-type: none"> • The professional demonstrates extensive current knowledge of applicable laws, policies, regulations and procedures. • The professional consistently follows correct procedures, maintains thorough and accurate documentation and models procedural and documentation methods for others as applicable. • The professional provides positive leadership in developing, implementing and monitoring appropriate and applicable plans.

Examples to look for:

- Records that meet timelines and requirements
- Staffing notes
- Individual Education Plans which are compliant and complete
- ESSA notices on file yearly as required

Guiding Questions:

- Does the specialist keep current in training to conduct assessments appropriate to his/her role and job responsibilities?
- Does the specialist communicate with parents in a timely manner during the assessment process?
- Does the specialist communicate assessment information and procedural requirements with appropriate staff in a timely manner during the assessment process?

Does not meet expectation	Basic	Effective	Highly Effective
<ul style="list-style-type: none"> • The specialist has minimal knowledge of appropriate assessment instruments or procedures or often uses inappropriate assessment instruments or procedures. • The specialist does not attend trainings or professional development opportunities on assessment and evaluation. • The specialist makes substantial errors or omissions when conducting or analyzing assessments. • The specialist usually does not provide useful information to meet student needs. • The specialist is not timely in completing student assessments and evaluations. 	<ul style="list-style-type: none"> • The specialist has basic knowledge of appropriate assessment instruments or procedures. • The specialist sometimes seeks out current training or development opportunities. • The specialist sometimes uses inappropriate assessment instruments or procedures. • The specialist is not consistently accurate or complete when conducting or analyzing assessments. • The specialist sometimes communicates useful information to meet student needs. • The specialist may not be timely in completing student assessments and evaluations. 	<ul style="list-style-type: none"> • The specialist demonstrates sufficient knowledge of appropriate assessment instruments and procedures. • The specialist regularly seeks out training opportunities to expand knowledge. • The specialist is accurate and complete in conducting and analyzing assessments. • The specialist regularly communicates useful information to meet student needs. • The specialist regularly completes student assessments and evaluations in a timely manner. 	<ul style="list-style-type: none"> • The specialist draws upon an extensive knowledge of appropriate assessments and procedures. • The professional always seeks out training opportunities to expand knowledge. • The professional always provides in-depth assessment of student strengths and weaknesses. • The specialist always communicates useful information to meet student needs. • The specialist consistently completes student assessments and evaluations in a timely manner.

Examples to look for:

- Evaluation summaries and reports
- Parent communication documents
- Staffing notes
- Telephone (and written) contact logs

Guiding Questions:

- Does the specialist have a clear understanding of the timelines and forms required for development of individual student plans?
- Does the specialist consult with all appropriate parties (i.e., parents, administration, learning environment professional educators, specialists and outside professionals associated with the student) prior to the development of an individual student plan?
- Does the specialist prioritize time to make him/her self available to others on a regular basis?
- Does the specialist welcome questions and input from colleagues and assistants?
- Does the specialist listen with empathy, attempt to solve problems and suggest next steps?

Does not meet expectation	Basic	Effective	Highly Effective
<ul style="list-style-type: none"> • The specialist fails to develop some required individual student plans and plans are often substantially out of compliance with the state or district requirements. • The specialist develops plans that are often inappropriate or unclear in guiding appropriate services. • The specialist rarely collaborates with others regarding the plans. 	<ul style="list-style-type: none"> • The specialist develops individual student plans as required, although the plans are not always appropriate or clear in guiding appropriate instruction or services, or not fully in compliance with state or district guidelines. • The specialist develops plans that are not always appropriate or clear in guiding appropriate services. • The specialist occasionally collaborates adequately with others regarding the plans. 	<ul style="list-style-type: none"> • The specialist almost always develops clear individual student plans that fully comply with state and district requirements. • The specialist develops plans that are almost always effective in guiding appropriate instruction or other services. • The specialist regularly collaborates and consults with others as appropriate regarding the plans. 	<ul style="list-style-type: none"> • The specialist is extremely prompt in developing clear and detailed individual student plans that fully comply with state and district requirements. • The specialist develops plans which are extremely effective in guiding appropriate instruction of other services. • The specialist promptly initiates consultation with others as appropriate regarding the plans, follows up regularly and adjusts plans as needed.

Examples to look for:

- Completed Individual Education Plans, with dates
- Completed special education summary sheet
- Staffing notes that reflect input from other specialists and parents

Guiding Questions:

- Are all required meeting notices sent in a timely manner?
- Does the specialist include all appropriate parties in the meeting?
- Is the specialist able to maintain a professional and appropriate atmosphere at the meeting, even if parties to the meeting disagree?
- Does the specialist ensure that meeting decisions are documented and that follow through occurs?

Does not meet expectation	Basic	Effective	Highly Effective
<ul style="list-style-type: none"> • The specialist rarely plans sufficiently to conduct discussions and meetings with students, parents, colleagues, other professionals and others. • The specialist is usually ineffective or inefficient in conducting the discussion or meeting, or fails to involve all participants. • The specialist rarely concludes meetings with a clear resolution and follow up rarely occurs. 	<ul style="list-style-type: none"> • The specialist sometimes plans sufficiently to conduct discussions and meetings with students, parents, colleagues, other professionals and any other member of the team. • The specialist is sometimes ineffective or inefficient in conducting the discussion or meetings and sometimes involves all participants. • The specialist occasionally concludes meetings with clear resolutions and follow up sometimes occurs. 	<ul style="list-style-type: none"> • The specialist almost always develops clear and, effective plans to conduct meetings with students, parents, colleagues, other professionals and others members of the team. • The specialist regularly conducts effective discussions or meetings and almost always involves all participants. • The specialist regularly concludes meetings with a clear resolution and follow up almost always occurs. 	<ul style="list-style-type: none"> • The specialist is consistent in developing clear, effective plans to conduct meetings with students, parents, colleagues, other professionals and any other members of the team. • The specialist consistently conducts effective discussions or meetings and always involves all participants. • The specialist always concludes meetings with a clear resolution and follow up promptly occurs.

Examples to look for:

- Meeting and staffing summary notes
- Signatures of meeting attendees
- Summary of parent feedback as appropriate

Guiding Questions:

- Does the professional make him/herself available to others on a regular basis?
- Is the professional able to prioritize time to allow for sufficient availability to colleagues?
- Does the professional welcome questions and input from colleagues and assistants?
- Does the professional attempt to solve problems and suggest next steps?
- Is the professional able to listen with empathy?

Does not meet expectation	Basic	Effective	Highly Effective
<ul style="list-style-type: none"> • The professional does not provide adequate availability or ease of access to others, or communicate availability to appropriate audiences. 	<ul style="list-style-type: none"> • The professional is inconsistent in regular and timely availability or ease of access to others, or does not clearly or regularly communicate provisions for access to appropriate audiences. 	<ul style="list-style-type: none"> • The professional makes provisions for regular and timely availability and ease of access to others and communicates this to appropriate audiences. 	<ul style="list-style-type: none"> • The professional seeks out others on a consistent basis to monitor needs or make inquiry regarding desired assistance. • The professional makes provision for consistent and timely availability and ease of access to others and communicates this through varied approaches appropriate to different audiences.

Examples to look for:

- Calendar of meetings and appointments
- Records of parent comments or kudos as appropriate

Guiding Questions:

- Does the specialist provide the necessary support and consultation to learning environment professional educators?
- Does the specialist provide necessary consultation and advice to district staff as appropriate?
- Does the specialist design and deliver effective instruction in his/her area of responsibility?

Does not meet expectation	Basic	Effective	Highly Effective
<ul style="list-style-type: none"> • The professional is not aware of professional educators’ curriculum resource needs. • The specialist rarely makes an effort to provide or make professional educators aware of available and appropriate learning resources. • The specialist rarely consults with professional educators, only when requested and usually provides inadequate assistance. 	<ul style="list-style-type: none"> • The specialist is sometimes aware of professional educators’ curriculum resource needs. • The specialist occasionally makes an effort to provide or make professional educators aware of available and appropriate learning resources. • The specialist sometimes consults with professional educators regarding use of resources when requested. 	<ul style="list-style-type: none"> • The specialist is regularly aware of professional educators’ curriculum resource needs. • The specialist regularly makes an effort to provide or make professional educators aware of available and appropriate learning resources. • The specialist almost always consults with professional educators regarding appropriate and effective use of resources. 	<ul style="list-style-type: none"> • The specialist is consistently aware of professional educators’ curriculum resource needs. • The specialist consistently makes an effort to provide or make professional educators aware of available and appropriate learning resources. • The specialist consistently initiates consultation with the professional educators regarding appropriate use of resources.

Examples to look for:

- Records consultation meetings/times
- Notes about consultation provided
- Lesson plans for areas of responsibility and instruction are clear and aligned to student goals

Guiding Questions:

- Does the specialist schedule support personnel in the most efficient manner?
- Does the specialist schedule support personnel in compliance with the classified contract?
- Does the specialist select materials that are appropriately used by support personnel and provide the necessary training and oversight in the use of the materials?
- Does the specialist delegate tasks appropriately?

Does not meet expectation	Basic	Effective	Highly Effective
<ul style="list-style-type: none"> • The specialist seldom creates an efficient schedule for support personnel in compliance with classified contract. • The specialist seldom selects materials that are appropriate for support personnel. • The specialist rarely provides direction or assistance to assigned support personnel. • The specialist rarely monitors activities or effectiveness of support personnel. 	<ul style="list-style-type: none"> • The specialist sometimes creates an efficient schedule for support personnel in compliance with classified contract. • The specialist sometimes selects materials that are appropriate for support personnel. • The specialist occasionally provides direction or assistance to assigned support personnel. • The specialist occasionally monitors activities or effectiveness of support personnel. 	<ul style="list-style-type: none"> • The specialist regularly creates an efficient schedule for support personnel in compliance with classified contract. • The specialist almost always selects materials that are appropriate for support personnel. • The specialist almost always provides direction or assistance to assigned support personnel. • The specialist almost always monitors activities or effectiveness of support personnel. 	<ul style="list-style-type: none"> • The specialist consistently creates an efficient schedule for support personnel in compliance with classified contract. • The specialist consistently selects materials that are appropriate for support personnel. • The specialist consistently provides direction or assistance to assigned support personnel. • The specialist consistently monitors activities or effectiveness of support personnel.

Examples to look for:

- Learning environment schedule including assistants schedule
- Materials to be used by assistants
- Dates of training for assistants

Guiding Questions:

- Does the specialist provide training and staff development to the general education staff as appropriate?
- Is the specialist well-prepared and effective in delivering training and staff development?
- Does the specialist assist district staff in identifying training needs?

Does not meet expectation	Basic	Effective	Highly Effective
<ul style="list-style-type: none"> • The specialist rarely provides adequate and appropriate training or staff development activities. 	<ul style="list-style-type: none"> • The specialist provides training or staff development activities but activities are not always effective. 	<ul style="list-style-type: none"> • The specialist regularly provides adequate and appropriate training or staff development activities. Follow up assistance is provided upon request. 	<ul style="list-style-type: none"> • The specialist consistently perceives needs, plans for and provides adequate and appropriate training or staff development activities. Follow up is provided for assistance and to assess effectiveness.

Examples to look for:

- Dates and descriptions of staff development activities
- Power points and other training materials when available
- Plans for future professional development

Siuslaw School District Evaluation Process



Multiple Measures

The Siuslaw Professional Growth and Evaluation Plan includes the process to support evidence based multiple measures to evaluate professional educator effectiveness. The multiple measures are based on the InTASC standards. The InTASC standards have been adopted by the Siuslaw School District Board of Directors.

The multiple measures refer to tools, instruments, protocols, assessments, and processes to collect evidence on performance and assessment. These measures must support each of the following three components of the Siuslaw Professional Growth and Evaluation Plan:

- A. Professional Practice
- B. Professional Responsibilities
- C. Student Learning and Growth

All professional educators will be evaluated using at least two measures from each of the three components in combination with one another. Administrators will use evidence from all three areas and components to holistically rate performance.



The Siuslaw Framework has five domains with 23 standards. These standards support the Professional Practice and Professional Responsibilities. Each standard has examples of evidence needed to meet each standard.

The Student Learning and Growth Goals and Professional Growth process supports the Student Learning and Growth.

Professional Practice:

- Domain 1: Planning and Practice
- Domain 2: Learning Environment
- Domain 3: Instruction
- Domain 5: Specialists

Evidence will support the quality of the professional educators' planning, delivery of instruction and assessment of student learning. Documentation will include Learning environment observations, mini observations, and artifacts to include lesson plans, curriculum design, student assignments and student work. Evidence samples may include a narrative description of learning environment composition with a detailed explanation of unique challenges. Artifacts and observation summaries are maintained in the handbook in the appendix in the appropriate sections. (Other examples for each standard are located on the bottom of each page of the framework.)

Professional Responsibilities:

Domain 4: Professional Responsibilities

Domain 5: Specialists

Evidence will support professional educator's progress toward their professional goals and contribution to school wide goals. The professional educator in collaboration with the evaluator shall maintain evidence to support the evaluation process. Documentation will include professional educator reflections, self reports, data analysis, professional goal setting, student growth goal setting, records of contribution, peer collaboration, teamwork, parent/professional educator surveys, meetings, PLC's, portfolios, building and district level leadership activities.

SELECTING ASSESSMENTS FOR SLG GOALS

Selecting and/or developing assessments may be one of the most important steps in the SLG goal process. These measures enable educators to determine growth toward and attainment of the SLG goal. There are two categories of measures for SLG goals outlined in Table 1. Category 1 is the Oregon state assessment for ELA and Math. Category 2 measures include both commercially developed and locally developed assessments.

All assessments must be aligned to state or national standards and meet criteria to ensure quality. ODE will provide guidelines and criteria for selecting or developing valid and reliable assessments by June 1, 2014. Valid assessments measure what they are designed to measure. Reliable assessments are those that produce accurate and consistent results. ODE will also provide a list of commercially developed assessments that meet this criteria by June 1st.

Each district will determine if the assessments that are used to measure SLG goals need to be comparable across just a school or across all schools within the district.

Table 1. Categories of Measures for SLG Goals

Category	Types of Measures	Guidance
1	<ul style="list-style-type: none"> • Oregon’s state assessments <ul style="list-style-type: none"> ○ SMARTER Balanced (formerly OAKS) ○ Extended Assessments¹ 	<ul style="list-style-type: none"> • Same assessment and administration guidelines are used statewide
2	<ul style="list-style-type: none"> • Commercially developed assessments that include pre- and post-measures • Locally developed assessments that include pre- and post-measures • Results from proficiency-based assessment systems • Locally-developed collections of evidence, i.e. portfolios of student work that include multiple types of performance 	<ul style="list-style-type: none"> • Same assessment and administration guidelines are used district-wide or school-wide • Assessments meet state criteria²

¹Used by special education professional educators who provide instruction in ELA or math for those students who take extended assessments

²ODE will provide state criteria by June 1, 2014

Professional educators in Tested Grades and Subjects

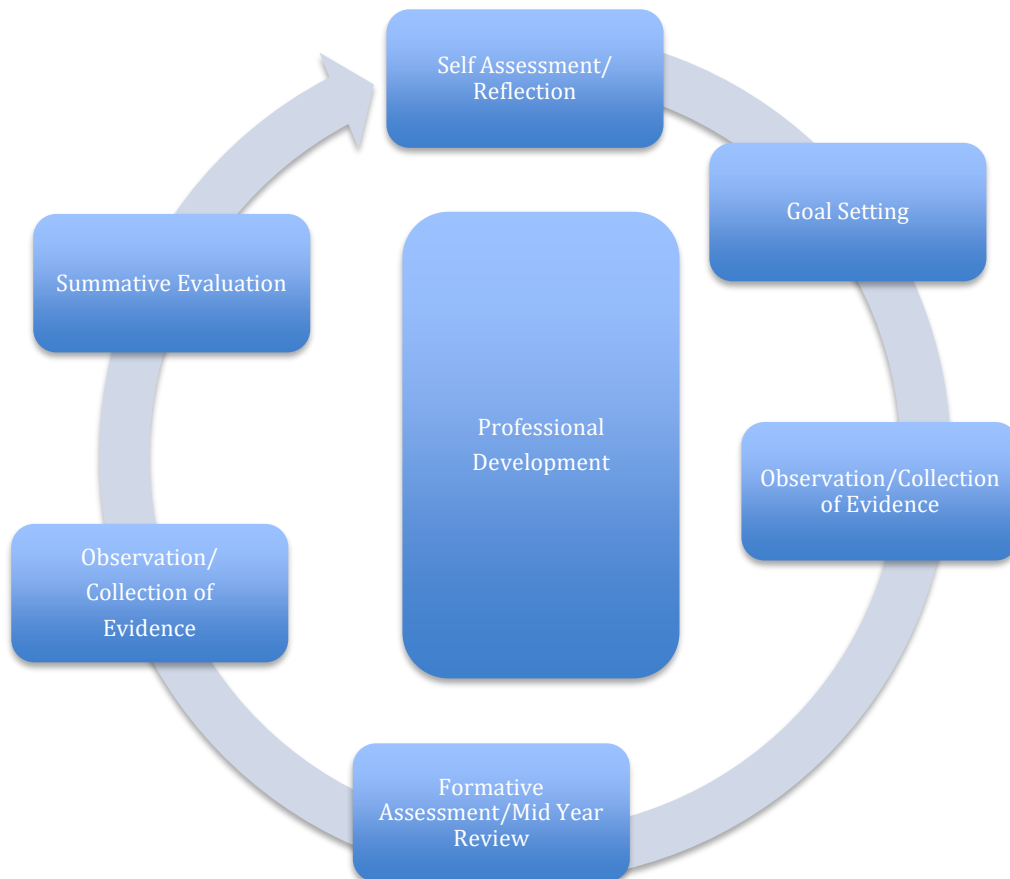
As a requirement of the ESEA Waiver, professional educators who teach in tested grades and subjects (ELA and Math, grades 3-8 and 11) must use a Category 1 state assessment for one of their SLG goals and measures from Category 2 or 1 for their second goal.

Professional educators in Non-Tested Grades and Subjects

Professional educators in non-tested grades and subjects may use measures from Category 2 for both of their goals. They may also use Category 1 measures as an option.

Professional Growth and Evaluation Cycle

The Siuslaw Professional Educator Development and Evaluation Plan has developed a cycle of continuous professional development to support effective instruction that will impact student success. The cycle allows for continued review and feedback as the professional educator and administrator plan for opportunities for feedback and meaningful conversations. This Professional Growth and Evaluation Cycle supports professional growth and learning.



Self Reflection:

The Self Assessment based on the Siuslaw Framework and student data will be reviewed and prioritized. The professional educator will assess the areas of strength and areas for professional growth. The professional educator will analyze student data to prepare for the Student Learning and Growth Goals. The Self Assessment/Reflection Form will be used.

Goal Setting:

Based on the self assessment and assessment of student data, the professional educator will write at least 2 Student Learning and Growth SMART goals and a Professional Growth goal. The Siuslaw Student Learning and Professional Growth Plan Form will be used.

Observation/Collection Of Artifacts:

The educator and evaluator will collect evidence to support the three components: Professional Practice, Professional Responsibilities, and Student Learning.

Formative Assessment /Mid Year Review:

The evaluator and educator review the professional educator's progress toward the student learning and professional growth goals and or performance against the standards. This will include the review of evidence, professional conversations and professional growth. This review promotes awareness of growth and additional professional growth needs. The professional educator will have the opportunity to make adjustments in the instructional practices and additional professional learning opportunities. The Siuslaw Student Learning and Professional Growth Form will be used.

Observation/Collection Of Artifacts:

Following the Formative Assessment/Mid Year review, the educator and evaluator will collect evidence to support the three components: Professional Practice, Professional Responsibilities, and Student Learning.

Summative Evaluation:

The Summative Evaluation (annual for Probationary Professional educators and every two years for Contract professional educators) is the culminating meeting with the multiple examples of evidence for all areas. The evaluator will assess the professional educator's performance against the standards of Professional Practice and Responsibilities, attainment of student learning goals and Professional growth goals. The professional educator will select the 2 Student Learning goals in the evaluation. The Summative Evaluation Form and the Student Learning and Growth /Professional Growth Goals Form will be used.

For Year 1 contract professional educators, this conference will be a review of the Student Learning and Professional Growth Goals.

Professional Development:

It is intentional to illustrate Professional Development as the center of the Professional Growth and Evaluation Cycle. Siuslaw School District believes that an effective evaluation process is more meaningful when Professional Development continually supports improved practice resulting in high student achievement.

Based on the goal setting conference, Professional Development needs will be indentified and will take place throughout the year. Topics will be provided through a menu of options. Professional learning and collaboration time is provided for professional educators and administrators. Resources will be provided to fund these opportunities in and out of the district. Staff will be encouraged to record completed professional growth activities on the Personal Professional Growth Activity Tracking Sheet.

Siuslaw School District Evaluation Process/Timeline

Probationary, Year 1, Year 2, Year 3 and Temporary Professional Educators

Scheduled By Oct 30	Self-Assessment Form Siuslaw Student Learning and Professional Growth Goals Form Professional Growth Meeting 2 Mini-Observations w/ Immediate Feedback	Professional Educators Professional Educators Administrator Administrator
Scheduled By Nov 30	Pre-Observation Form Pre-Observation Meeting Formal Observation Post-Observation Meeting Fall Performance Review Form Fall Performance Review Meeting	Professional Educators Administrator Administrator Administrator Administrator Administrator
Scheduled By Jan 15	2 Mini-Observations w/immediate feedback	Administrator
Scheduled By Feb 1	1 Mini-Observations w/immediate feedback Mid-Year Siuslaw Student Learning and Professional Growth Goals Form Mid-Year Goal Review Meeting	Administrator Professional Educators Administrator
Scheduled By March 1	Summative Evaluation Form Summative Evaluation Meeting Recommendation for Renewal	Administrator Administrator Administrator
Scheduled By June 1	Year-End Self-Assessment Form Year-End Siuslaw Student Learning and Professional Growth Goals Form Year-End Goal Review Meeting	Professional Educators Professional Educators Administrator

Contract Professional Educators Growth Year 1

Scheduled By Oct 30	Self-Assessment Form Siuslaw Student Learning and Professional Growth Goals Form Professional Growth Meeting	Professional Educators Professional Educators Administrator
Scheduled By Dec 15	1 Mini-Observation w/ Immediate Feedback	Administrator
Scheduled By February 15	Mid-Year Siuslaw Student Learning and Professional Growth Goals Form Mid-Year Goal Review Meeting	Professional Educators Administrator
Scheduled By March 15	1 Mini-Observation w/ Immediate Feedback	Administrator
Scheduled By May 1	1 Mini-Observation w/ Immediate Feedback	Administrator
Scheduled by last professional educators contract day or time mutually agreed upon by Professional Educators and administrator	Year-End Self-Assessment Form Year-End Siuslaw Student Learning and Professional Growth Goals Form Year-End Goal Review Meeting	Professional Educators Professional Educators Administrator

Contract Professional Educators Growth Year 2

Scheduled By Oct 30	Self-Assessment Form Siuslaw Student Learning and Professional Growth Goals Form Professional Growth Meeting	Professional Educators Professional Educators Administrator
Scheduled By Dec 15	1 Mini-Observation w/ Immediate Feedback	Administrator
Scheduled By February 15	Mid-Year Siuslaw Student Learning and Professional Growth Goals Form Mid-Year Goal Review Meeting	Professional Educators Administrator
Scheduled By March 15	1 Mini-Observation w/ Immediate Feedback	Administrator
Scheduled By May 1	1 Mini-Observation w/ Immediate Feedback	Administrator
Scheduled By June 1	1 Mini-Observation w/ Immediate Feedback	Administrator
Scheduled By last professional educators contract day or time mutually agreed upon by professional educators and administrator	Year-End Self-Assessment Form Year-End Siuslaw Student Learning and Professional Growth Goals Form Summative Evaluation Form Summative Evaluation Meeting	Professional Educators Professional Educators Administrator Administrator

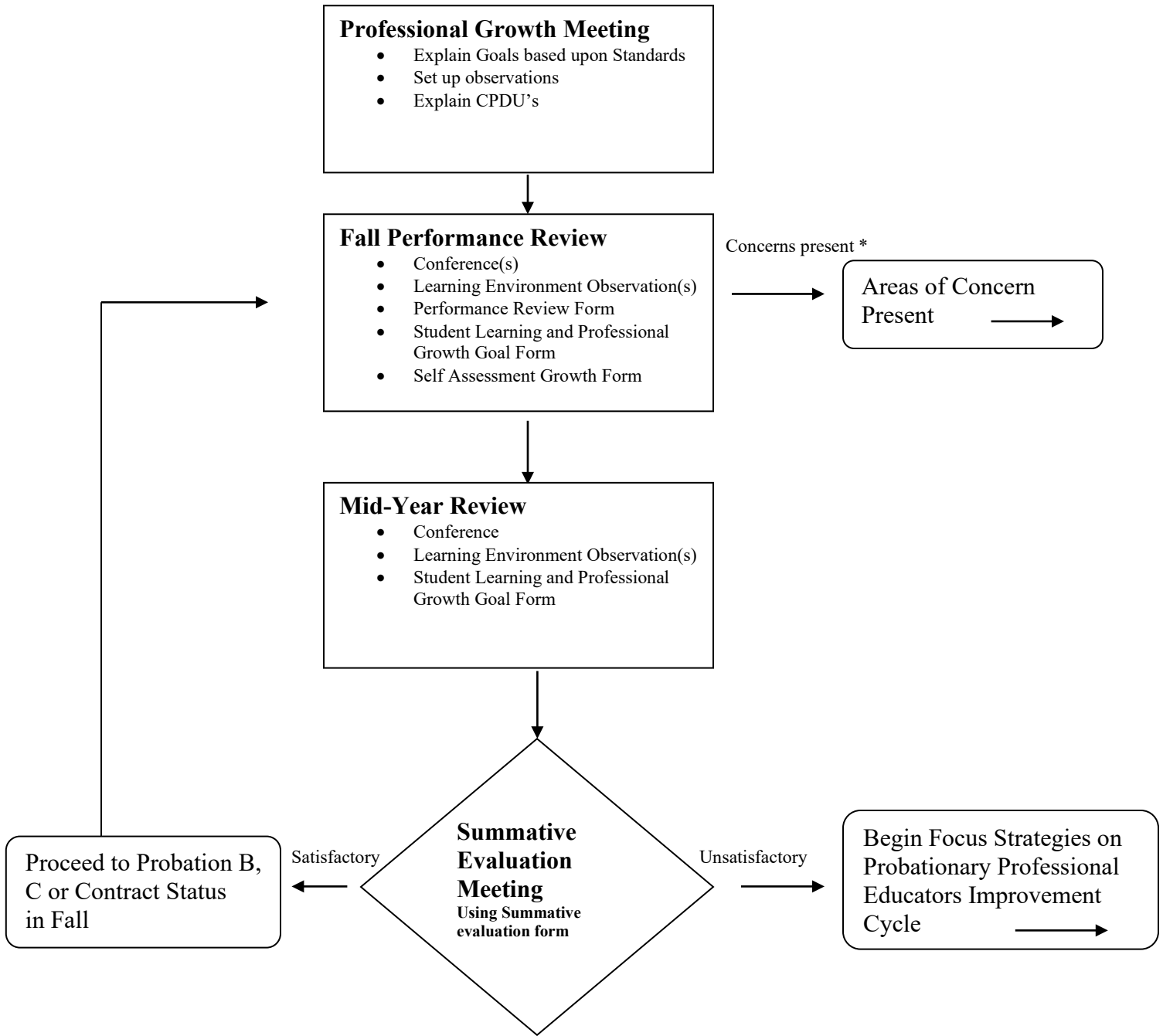
* *The evaluation process may be managed electronically*

* *Professional Educatorss may request mini observations*

* *Any concerns noted during a mini/informal observation will be discussed with the Professional Educators in a timely manner*

* *By June 30, all evaluation paperwork filed with Human Resources*

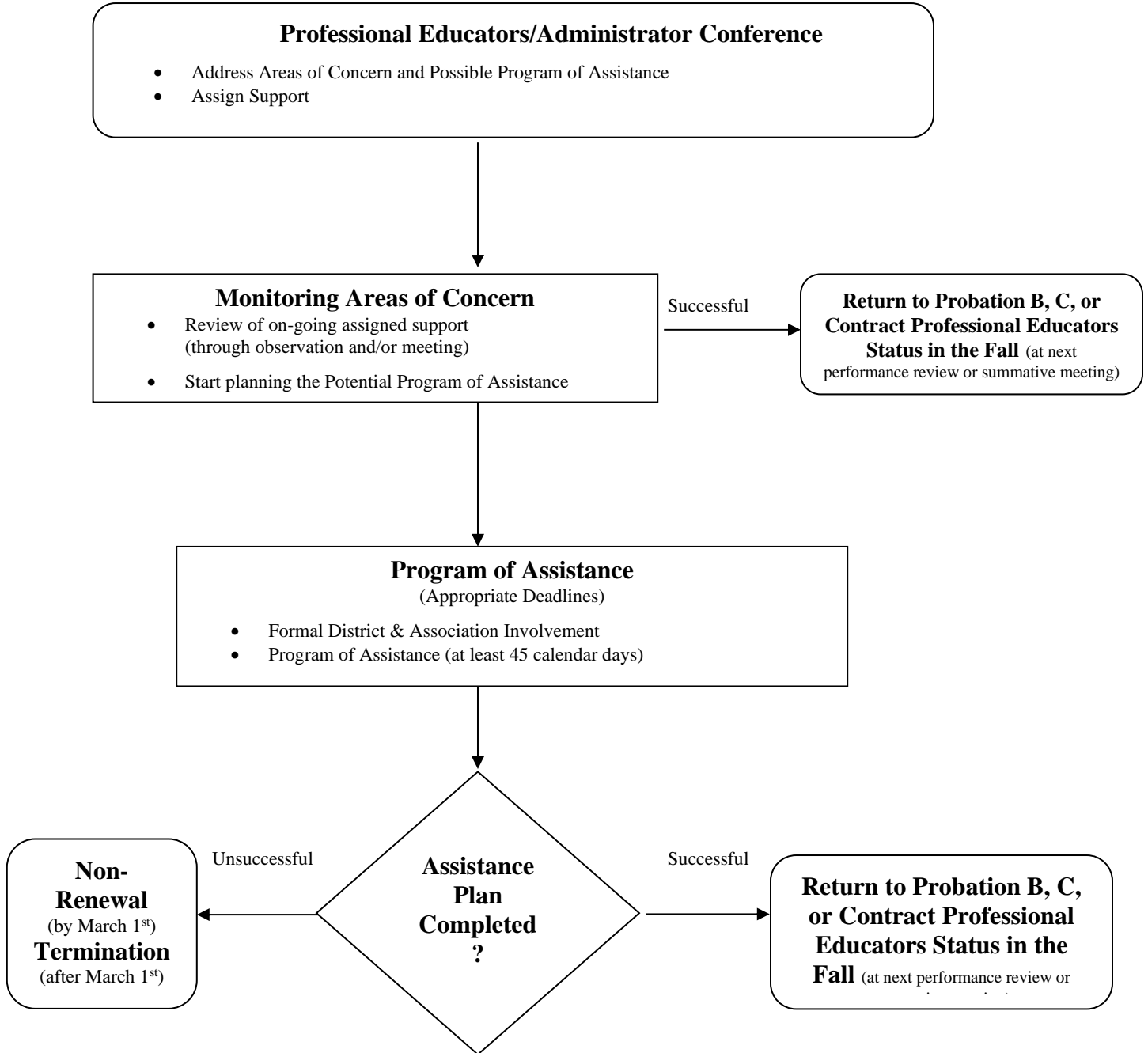
Probationary Professional Educators 3-Year Duration Flow Chart



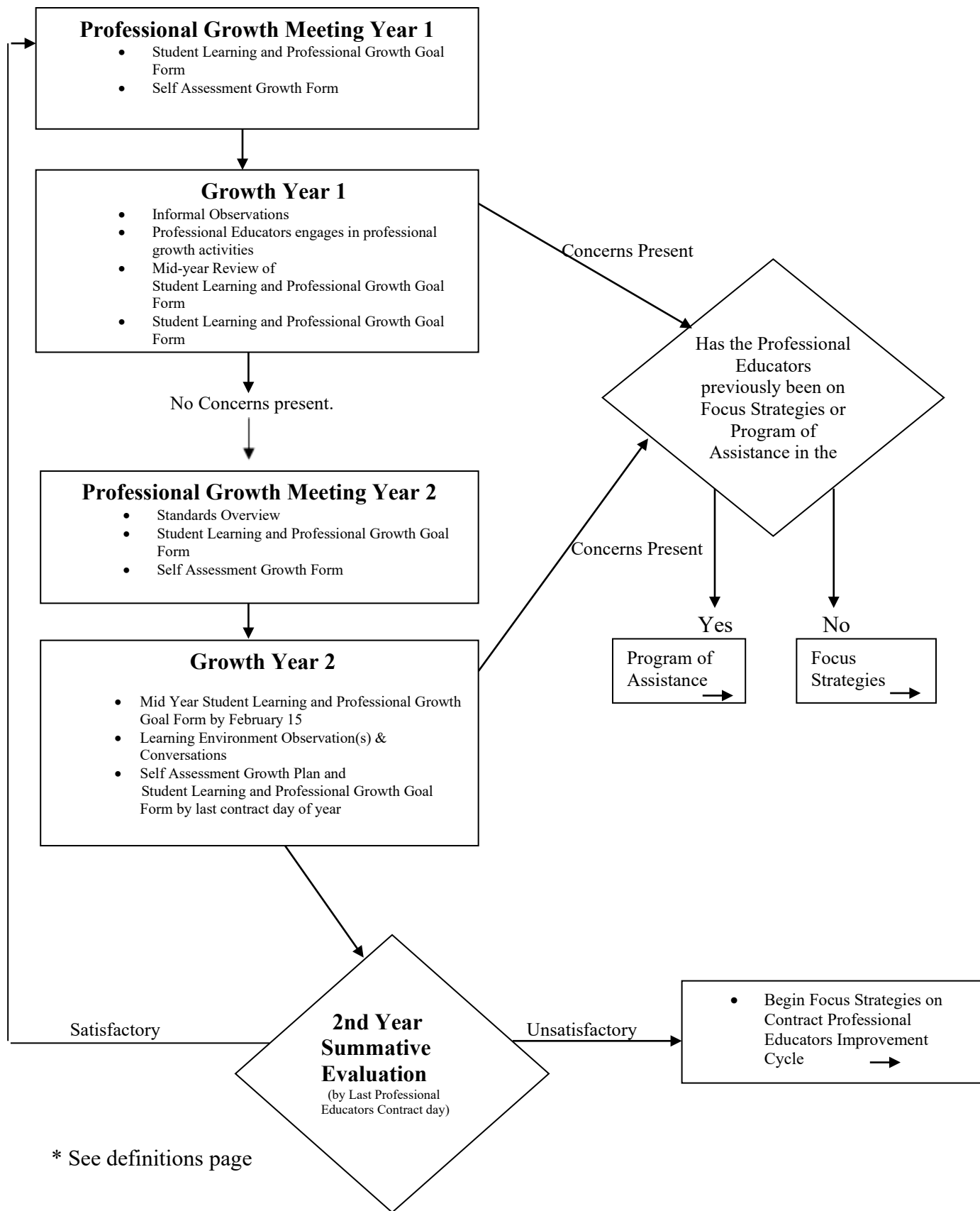
* See Definitions

--Could be placed on *Improvement Cycle* after winter performance review

Probationary Professional Educators Improvement Cycle Flow Chart

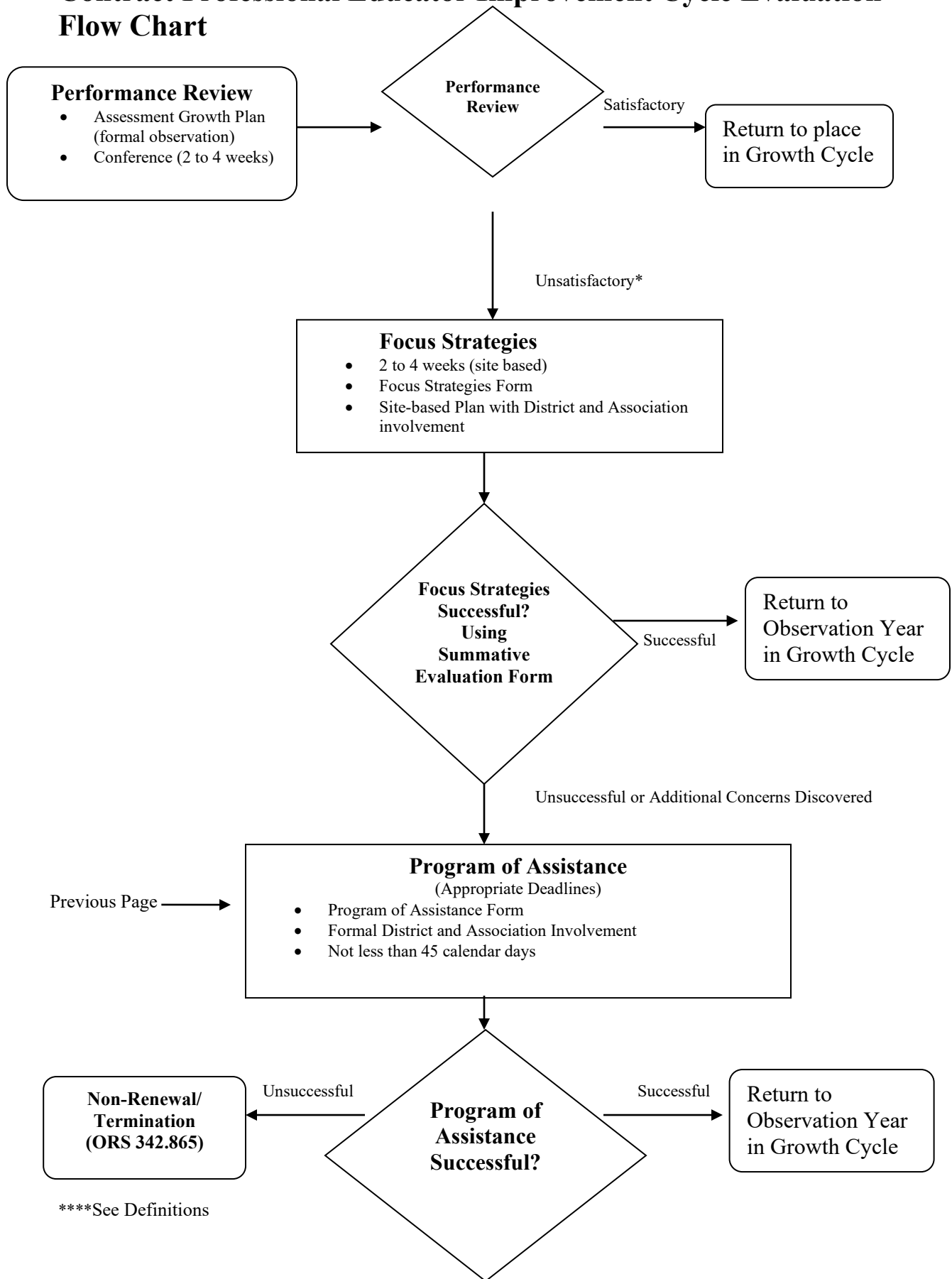


Contract Professional Educators: 2 Year Growth Cycle Evaluation Flow Chart



* See definitions page

Contract Professional Educator Improvement Cycle Evaluation Flow Chart



****See Definitions

A lighthouse with a red roof and white body stands on a rocky cliff overlooking a blue ocean. The background features a forested hillside. The entire scene is framed within a circular vignette.

Student Learning and Professional Growth Goals

REQUIRED COMPONENTS FOR SLG GOALS

The following components are essential for high quality SLG goals and are required for all educators' goals. See Appendix B for examples and blank templates for Professional Educator and administrator goals.

General professional educator roles (i.e. behavior room, etc.) that do not fit the SLG process will have latitude to develop role specific goals in collaboration with administrators.

1. Content Standards/Skills - Based on the relevant content and skills students should know or be able to do at the end of the course/class, a clear statement of a specific area of focus is selected. These should be specific state or national standards (a statement such as "Common Core State Standards in Math" is not specific enough).

Example:

8.3S.2 Organize, display, and analyze relevant data, construct an evidence-based explanation of the results of a scientific investigation, and communicate the conclusions including possible sources of error. Suggest new investigations based on analysis of results.

2. Assessments - Describes how student learning and growth will be measured. In Oregon, two categories of assessments are used for SLG goals (see page 13). Assessments must be aligned to state or national standards and meet state criteria.

3. Context/Students - Description of the demographics and learning needs of all students in the class or course. This should include relevant information that could include, but is not limited to: the number of students and their gender, race/ethnicity, socioeconomic status, and any students with diverse learning needs (e.g., EL, IEP, 504 plans). For those educators who do not meet with students on a regular basis, including contact time (e.g., one 50 minute period per day, two 90 minute blocks per week, etc.) provides additional context for the goals developed by the educator. The context will affect the development of your tiered targets and instructional strategies

Example:

"There are currently 247 students enrolled in grade 8 at EFG Middle School; 115 students are female and 132 are male. Listed below is the ethnic breakdown of students in the school:

- Asian—less than 1 percent
- Native Hawaiian/Pacific—less than 1 percent
- Black or African American—less than 1 percent
- Hispanic—11 percent
- Two or more [ethnicities]—10 percent
- White – 75 percent

Ten percent of the grade 8 student population is on an IEP and five percent of students have 504 plans. 45 percent of students live in poverty and receive free and/or reduced lunch.”

4. Baseline Data - Provides information about the students’ current performance at the start of course/class. It is generally the most recent data available and can include the prior year’s assessment scores or grades, results from a beginning of the year benchmark assessment, a pre-test, or other evidence of students’ learning. Determine students’ strengths and areas of weaknesses that inform the goal. Data is attached to the goal template.

Example:

Only 53 % of our grade 4 students met or exceeded the state assessment benchmark in reading for the 2012–13 school year. 35% of our economically disadvantaged students, 32% of our students who have limited English proficiency, and 40% of our students with disabilities met the benchmarks. 30% of students who identify as black, 43% of students who identify as Hispanic, 48% of our students who identify as Native [American], and 50% of our students who identify as multiracial met or exceeded benchmarks.

Additionally, all subgroups performed lowest in the strand area of Locating Information.

5. Student Learning and Growth Goal (Targets) - Describes rigorous yet realistic growth goals or targets for student achievement that are developmentally appropriate. The targets should be rigorous yet attainable. The target can be tiered for specific students in the class/course to allow all students to demonstrate growth.

Example:

100% of students will demonstrate growth toward mastery of the content of Visual Arts as measured by performance on a range of performance tasks.

- Students who earned a 2 first quarter will earn at least a 3 or 4 on a similar performance task in the 4th quarter
- Students who earned a 3 first quarter will earn at least a 4 on a similar performance task in the 4th quarter.
- Student who earned a 4 first quarter will earn at least a 4 on a more complex performance task in the 4th quarter.

Example that does not meet criteria:

80% of students will earn at least a 3 on a visual arts performance task.

This example does not include all students, does not reference baseline data, and includes the same targets for all students.

6. Rationale - Provides a detailed description of the reasons for selecting this specific area for a goal. Includes a discussion of baseline data as well as current practice within the school and/or learning environment. The rationale must also include language for

the importance of the selected content/standards. Includes a rationale for the expected growth and how the target is appropriate and rigorous for students.

7. Strategies - Describes the instructional strategies the educator will use relevant to learning specific content and skills to accomplish the goal. These strategies can be adjusted throughout the year based on data about student progress.

Example: This example is from an administrator SLG goal focused on mathematics in grades 6-8.

"I've built a school-wide schedule that establishes Individual Needs Classes for all students, organized and provided each team of Professional Educators with data on their students that show state assessment scores from 3rd grade on and establishes assessment growth target scores for each student. Additionally, I provided data to Professional Educators showing which students received grades below a C while at XYZ Middle School (1-2 years of data disaggregated by trimester) as well as which students received intervention classes during the first and second trimesters. This data will also be provided to the Child Study Team so they can work with teams to focus interventions to meet student needs. I've also established an Academic Support Center and have worked with the coordinator to track and analyze ASC students' performance prior to and while place in the ASC so that we can ensure that the ASC is effectively supporting the students it serves."

8. Professional Learning and Support – Opportunity for the educator to identify areas of additional learning and support needed to meet student learning and growth goals. Self-reflection and identification of professional learning needs can help focus efforts to provide meaningful professional learning opportunities to educators.

Example:

"I need to attend more trainings as well as research and gather more resources on formative assessment. I need to evaluate the data from the assessment more often and to try different types of formative assessments throughout the year. The Skillful Professional Educator is one training that will help me with this goal. The chapter in the Skillful Professional Educator text on assessment will be helpful in creating valid and measureable formative assessments, such as exit tickets, think-alouds, and making sure students understand the learning target every day by posting it on the board during each class period."

Goal Setting Conferences

Educators and their supervisors/evaluators must work collaboratively in setting SLG goals. They periodically review available data/evidence toward goal attainment and make necessary adjustments (e.g. professional learning needs, resources, strategies). Conferences must occur at least three times during the school year:

1. Beginning of the year (course/class) when SLG goals are prepared, reviewed, and approved;

2. Mid-point to check for progress and/or make adjustments in strategies; and
3. End-point of the course/class to analyze results.

Professional Growth Goals

As part of the district's evaluation and professional growth cycle, all educators are required to set professional growth goals. Professional goals are based on the standards of professional practice described in the district's rubric. Through the completion of a self-assessment against the district rubric, educators identify areas of strength and need relative to the standards for professional practice and determine strategies and supports needed to help them elevate their practice.

COLLABORATIVE SLG GOAL SETTING PROCESS

Setting SLG goals is a collaborative process in which educators and evaluators enter into a conversation to create a rigorous, yet realistic goal that examines the educator's impact on student learning and growth. The educator and evaluator work together to ensure quality goals through a discussion of the rigor and rationale of each goal, standards addressed, appropriate evidence-based strategies, and quality of assessments and evidence.

Goals originate with the educator after an analysis of their students' data. The collaborative process includes guiding questions to inform revisions, such as:

- How was the baseline data used to inform the growth goal?
- How are growth targets appropriate for the student population? If applicable, are targets differentiated based on students' baseline data?
- Are the expectations for growth rigorous yet realistic?
- How will this goal address student needs?
- How will goal attainment help the student succeed in this class/course or future class/course?

Educators are encouraged to collaborate with other educators to establish SLG goals (e.g. grade level, departments, curricular or administrative teams). Collaborative goal setting for Professional Educators could take various forms:

- A team of Professional Educators responsible for the same grade and/or content (e.g., 9th grade English or 4th grade team) write a team-level goal with each Professional Educator only accountable for their individual intact group of students.
- A team of Professional Educators who share students between learning environments (e.g., RTI, Walk to Read), write a team-level goal where Professional Educators are accountable for all students.
- An individual Professional Educator accountable for an intact group of students writes a learning environment or course-level goal in collaboration with their evaluator.

Districts are encouraged to provide opportunities for educators to collaborate and share information across schools or districts. For example, Professional Educators who do not have a team of peers within their school or district may benefit from collaborating with similarly-situated Professional Educators in another school or district.

Steps for Setting Student Learning and Growth Goals

STEP 1: Determine Needs

To begin the process, educators gather baseline data to better understand how to prepare students for the standards addressed by the class or course. This data could include end-of-year data from the previous year, baseline data from district assessments, pretests, or student work samples. Educators conduct an analysis of the baseline data and set goals for all students based on that data.

Conduct a self-reflection. To set truly meaningful goals that enhance practice and support professional growth, educators engage in self-reflection as part of the process in determining student needs. This step is often left out of cycles of improvement because “there just isn’t enough time;” however, the omission of this step often leaves goals without any relevant connection to an educator’s day-to-day practice. The self-reflection includes time for an educator to look at student level data, reviewing student work from the previous year, reviewing past units of study, as well as information concerning their practice offered by their evaluator

The self-reflection process:

- Establishes a continuous improvement plan for every educator
- Promotes professional growth and continuous learning
- Keeps student learning at the core of all instructional, leadership, and professional practice decisions
- Builds consistency across the school and district

To be targeted and effective, self-reflection includes:

- Analysis of evidence of SLG under the educator's responsibility
- Assessment of practice against performance standards
- Proposed goals to pursue to improve practice and SLG

STEP 2: Create Specific Learning and Growth Goals

In this step the educator sets specific learning goals based on their self-reflection and students’ baseline data. The SMART goal process is used in the development of SLG goals (SMART = Specific; Measureable; Appropriate; Realistic; and Time-bound). See SMART graphic on page 12.

Determine the students and time period. The educator sets two annual SLG goals between which all students in a learning environment or course are included. A course

is considered a content and/or grade-specific class (or a school for administrators). The instructional period will vary depending on staff assignment. For example, Algebra I SLG goal would span the length of an Algebra I course (e.g. year, semester, or trimester).

For most secondary Professional Educators (including middle school) goals must cover all the students instructed by the Professional Educator in a particular course or class. For example, a high school math Professional Educator who teaches four Algebra I courses, a Geometry course, and a Calculus course might set one goal for students in their Algebra I courses and another for students in their Geometry course. It is not necessary for a secondary Professional Educator to set goals that cover all students they teach. This would also be true for other TSPC licensed personnel such as PE Professional Educators, reading Professional Educators, special education Professional Educators, etc.

For most elementary Professional Educators goals must cover all the students in their class over the course of a year. For example, a third grade Professional Educator might set a tiered goal for reading that describes the expected growth of all students.

Administrators may limit their goals to one or more grade levels or subjects, if baseline data indicates the need for such a focus.

Determine the specific standards and content addressed by the SLG goal. Identify specific state or national standards to which the SLG goal is aligned. The content or skills should be selected based on identified areas from the data analysis.

Set student learning growth goal (targets). Write a brief yet specific growth goal (target) for students that aligns to the standards. These growth targets should include specific indicators of growth; such as percentages or questions answered correctly that demonstrate learning between two points in time. The targets should be rigorous yet attainable. They can be tiered for specific students in the course/class to allow all students to demonstrate growth. The educator provides a rationale for why the goal is important and achievable for this group of students.

Identify assessments. Identify the appropriate assessment that will be used to measure student learning and growth toward the goal(s). See page 13 for guidance on assessments for SLG goals.

STEP 3: Create and Implement Teaching and Learning Strategies

Professional Educators identify specific instructional strategies that are appropriate for the learning content and students' skill level, and continually examine and adjust those strategies based on data about student progress and student needs.

STEP 4: Monitor Student Progress through Ongoing Formative Assessment

Steps 3 and 4 are a continuous cycle throughout the life of the goal. Over the course of the school year, educators implement the instructional strategies that are appropriate

for students to meet their targets as stated in the SLG goals. They collect student data and monitor student progress through ongoing formative assessments.

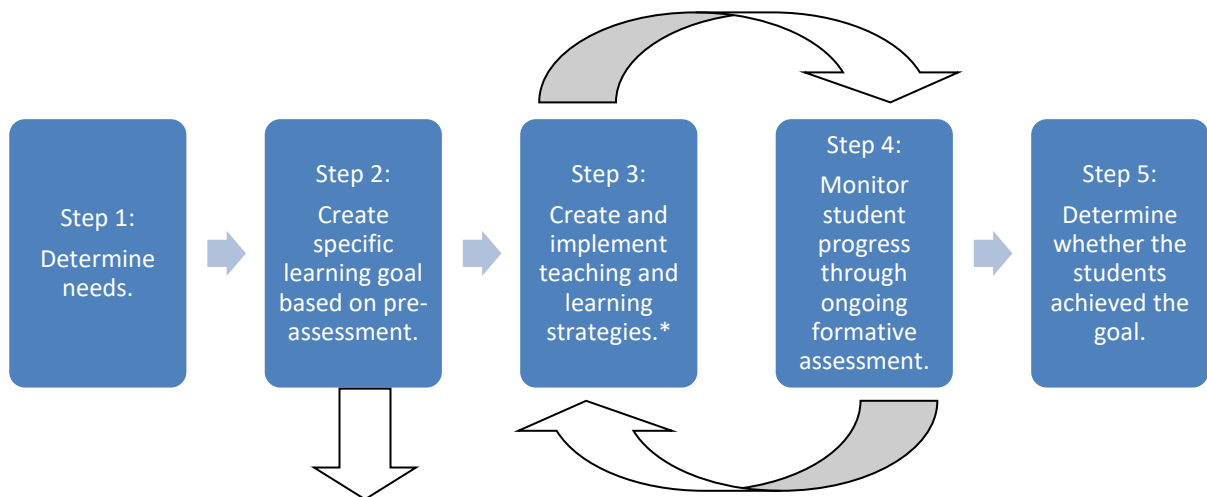
The educator and evaluator meet mid-course to check on progress towards the goals. They may determine that an adjustment in instructional strategies is warranted, or that there are immediate support/resources available to help the educator with a particular need (e.g., observing another educator or collaborating with a mentor). If the growth goal has already been met by the mid-course, the educator and evaluator may determine the need to revise the goal for increased rigor.

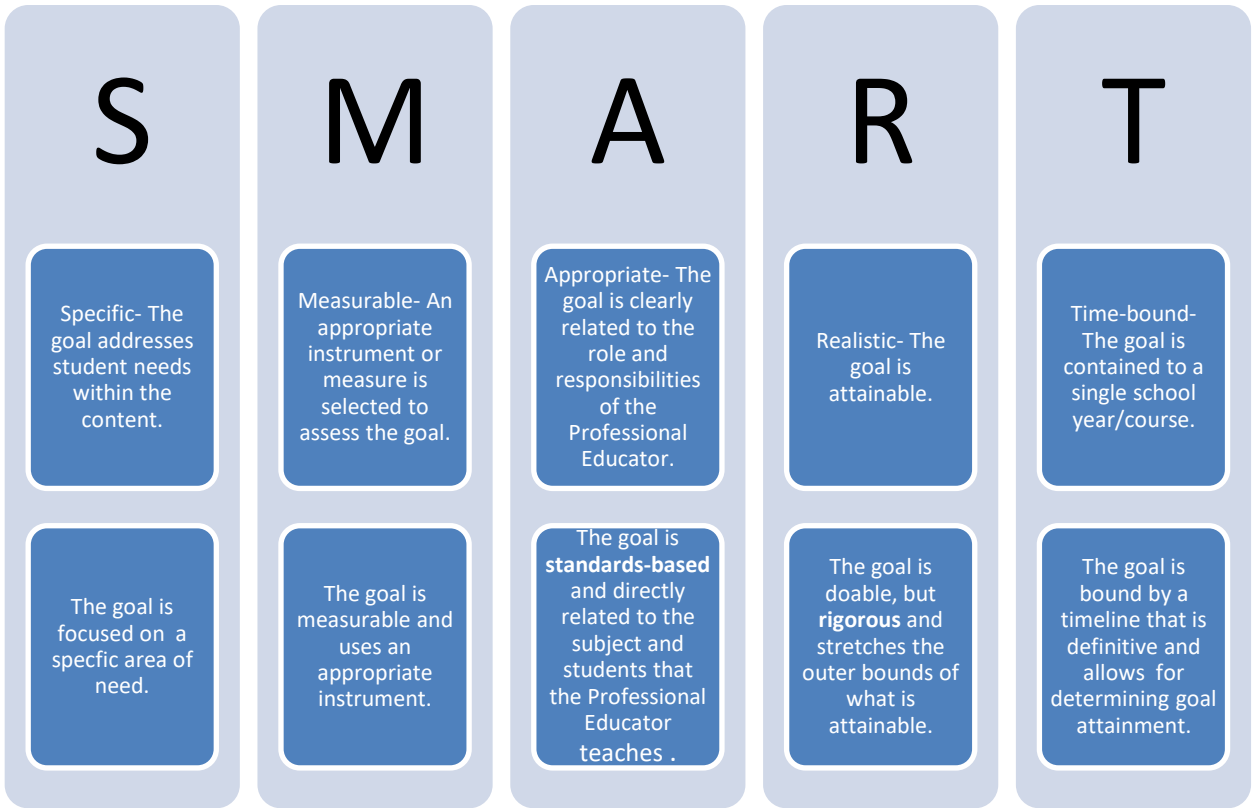
STEP 5: Determine Whether Students Achieved the Goal

At the end of the course or school year, educators meet with their evaluators for a final review of the educator s' progress on the SLG goals. They will examine the end-of-year data, reflect on student learning results, discuss what worked and what did not, and identify professional learning needs and available resources to support the educator's continued professional growth.

The following diagram illustrates the process for developing SMART goals.

Step-By-Step SMART Goal Process





SCORING STUDENT LEARNING AND GROWTH GOALS

This section addresses the step toward the end of the SLG goal setting process, when all student progress data are in and before the final evaluation conference. Educators score their SLG goals and review and finalize the score with their supervisor/evaluator. Evaluators are responsible for determining the final score.

Once SLG goals are approved, educators start collecting the information needed to measure student progress as defined in the SLG goal. The collection and analysis of data continues throughout the course or school year to monitor student progress towards goals. The educator is responsible for collecting and organizing documentation, including the approved SLG goals and evidence of progress defined within it, in a way that is easy for them to reference and for the evaluators to review. At the end of the course or school year, educators meet with their evaluator to review results.

As a requirement of SB290 and the ESEA waiver, student learning and growth must be included as a significant factor of educators’ summative evaluations. SLG goals are scored and the SLG performance level is determined. To ensure consistency in evaluations across the state, all districts must use the **SLG Quality Review Checklist** and **Oregon SLG Scoring Rubric** to score SLG goals.

SLG Goal Quality Review Checklist

Before SLG goals are used in professional educator and administrator evaluations, this checklist should be used in order to approve them. For an SLG goal to be approved, all criteria must be met.

Baseline Data	Yes	No
Is baseline data used to make data-driven decisions for the SLG goal, including student information from past assessments and/or pre-assessment results?		
Student Growth Goal (Targets)		
Is the SLG goal written as a “growth” goals v. “achievement” goal? (i.e. growth goals measure student learning between two or more points in time and achievement goals measure student learning at only one point in time.)		
Does the SLG goal describe a “target” or expected growth for all students, tiered or differentiated as needed based on baseline data?		
Rigor of Goals		
Does the goal address specific knowledge and skills aligned to the course curriculum and based on content standards?		
Is the SLG goal measurable and challenging, yet attainable?		

SLG Goal Scoring Rubric

This SLG scoring rubric is used for scoring individual SLG goals based on evidence submitted by the professional educator and administrator. This rubric applies to both professional educator and administrator evaluations.

Level 4 <i>(Highest)</i>	This category applies when approximately 90% of students met their target(s) and approximately 25% of students exceeded their target(s). This category should only be selected when a substantial number of students surpassed the overall level of attainment established by the target(s). Goals are very rigorous yet attainable, and differentiated (as appropriate) for all students.
Level 3	This category applies when approximately 90% of students met their target(s). Results within a few points, a few percentage points, or a few students on either side of the target(s) should be considered “met”. The bar for this category should be high and it should only be selected when it is clear that all or almost all students met the overall level of attainment established by the target(s). Goals are rigorous yet attainable and differentiated (as appropriate) for all students.
Level 2	This category applies when 70-89% of students met their target(s), but those that missed the target missed by more than a few points, a few percentage points or a few students. Goals are attainable but might not be rigorous or differentiated (as appropriate) for all students.
Level 1 <i>(Lowest)</i>	This category applies when less than 70% of students meet their target(s). If a substantial proportion of students did not meet their target(s), the SLG was not met. Goals are attainable, but not rigorous. This category also applies when results are missing or incomplete.

The checklist ensures the goals are complete for scoring. The scoring process is facilitated by using the scoring rubric to determine whether each student exceeded, met, or did not meet the target; and the percentage of students in each category. These two tools must be used to score SLG goals to determine the educator’s impact on student learning and growth in the summative evaluation.

TEACHER SLG GOAL EXAMPLE – 1ST GRADE READING (SPECIAL EDUCATION)

Grade Level: Elementary Middle School High School
 Goal Type: Individual Goal Team Goal

SLG GOAL 1							
Goal-Setting Conference	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; padding: 5px;">Content Standards/Skills</td> <td style="padding: 5px;"> <p>RL.1.1. Ask and answer questions about key details in a text. RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL.1.3. Describe characters, settings, and major events in a story, using key details. RL.1.6. Identify who is telling the story at various points in a text. RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events. RL.1.9. Compare and contrast the adventures and experiences of characters in stories. RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1. RF.1.1. Demonstrate understanding of the organization and basic features of print. RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.1-2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>RL.2.1. Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text. RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. RL.2.3. Describe how characters in a story respond to major events and challenges. RL.2.10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> </td> </tr> <tr> <td style="padding: 5px;">Assessments</td> <td style="padding: 5px;"> <p>Category 2 In order to monitor progress we will use the DRA 2 assessment which will be administered one-on-one by classroom teachers, reading specialists and special education teachers in September, January, March, and June.</p> </td> </tr> <tr> <td style="padding: 5px;">Context/Students</td> <td style="padding: 5px;"> <p>The 8 students with IEPs in ELA in the two first-grade classrooms and the 9 students with IEPs in ELA in the two second-grade classrooms. 5 are girls and 12 are boys. In addition to 30 minute sessions in the resource room with me every day students participate in a 60 minute literacy block within their classroom.</p> </td> </tr> </table>	Content Standards/Skills	<p>RL.1.1. Ask and answer questions about key details in a text. RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL.1.3. Describe characters, settings, and major events in a story, using key details. RL.1.6. Identify who is telling the story at various points in a text. RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events. RL.1.9. Compare and contrast the adventures and experiences of characters in stories. RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1. RF.1.1. Demonstrate understanding of the organization and basic features of print. RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.1-2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <p>RL.2.1. Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text. RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. RL.2.3. Describe how characters in a story respond to major events and challenges. RL.2.10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	Assessments	<p>Category 2 In order to monitor progress we will use the DRA 2 assessment which will be administered one-on-one by classroom teachers, reading specialists and special education teachers in September, January, March, and June.</p>	Context/Students	<p>The 8 students with IEPs in ELA in the two first-grade classrooms and the 9 students with IEPs in ELA in the two second-grade classrooms. 5 are girls and 12 are boys. In addition to 30 minute sessions in the resource room with me every day students participate in a 60 minute literacy block within their classroom.</p>
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Baseline Data

The DRA2 was administered during the first two weeks of school. 15 of the 17 students in my caseload are currently reading below grade level. Of those students not yet reading on grade level, many of them are close and this data makes me confident that with strategic interventions this gap can close dramatically by the end of the year.

Beginning of the Year	DRA 2 Level	Grade 1 students	Grade 2 students
Kindergarten	A-1	4	
	2	3	1
	3		2
Grade 1 (on level)	4	1	1
	6		1
Grade 1 (above grade level)	8		2
	10		
	12		1
	14		
Grade 2 (on level)	16		
	18		1
	20		

Student Growth Goal (Targets)

By the end of the year, 6 out of 8 first grade students and 6 out of 9 second grade students will be reading on or above grade level. The five students who might not be reading on or above grade level will make significant progress and be in a position to continue their growth in the following year to successfully read on or above grade level, as seen by the table below. While it seems inappropriate to attempt predicting each student's exact DRA2 reading level, we have instead created targets for overall grade level. Students in grade 1 in June should be at Level 16-18 to be considered on grade level. Students in grade 2 in June should be at least at Level 28 to be considered on grade level.

FIRST GRADE EOY TARGETS	DRA 2 Level	EOY Target:
Kindergarten	A-1	0
	2	
	3	
Grade 1	4	2
	6	
	8	
	10	
	12	
	14	
Grade 2	16	6
	18	
	20	0
	24	
	28	
	34	
38		

SECOND GRADE EOY TARGETS	DRA 2 Level	EOY Target: Total Grade 2 students at each level
Kindergarten	A-1	0
	2	
	3	
Grade 1	4	0
	6	
	8	
	10	
	12	
	14	
Grade 2	16	3
	18	
	20	
	24	
	28	6

<p>Rationale</p>	<p>Many researchers have found that early interventions for reading have significant impact on students' long-term literacy abilities. The National Institutes of Health (NIH) show that, if supported early on in their schooling, 95% of children who struggle with reading can reach grade level. They claim that Kindergarten and first grade are the "window of opportunity" to ensure students are successful readers since the gap between struggling readers and their peers only widens over time starting in the third grade. Therefore, the first and second grade teams want to focus on reducing this gap by increasing the number of students reading at/above grade level.</p>
<p>Strategies</p>	<ul style="list-style-type: none"> • Deconstruct standards into smaller skills/chunks to scaffold student learning • Employ questioning strategies during small group discussions • Use graphic organizers to diagram stories • Use big books to teach reading strategies and apply them (e.g., covering all but first letter to decode words, using context clues, skip and read on)
<p>Professional Learning and Support</p>	<ul style="list-style-type: none"> • Professional learning in developing standards-based IEPs • Professional learning on deconstructing standards to create smaller, attainable targets and build on prior knowledge • Continued study of effective reading strategies • Time to collaborate with general education teachers to align pull-out instruction to align with classroom instruction and to provide strategies for use by classroom teachers with SPED students

ADMINISTRATOR SLG GOAL SETTING EXAMPLE – 8TH GRADE SCIENCE

Grade Level: Elementary Middle School High School
 Goal Type: Individual Goal Team Goal

SLG GOAL 1	
Goal-Setting Conference	<p>Students will plan investigations individually and collaboratively, gather, read, and synthesize information, and analyze and interpret data to determine similarities and differences in findings.</p> <p><u>Related Standards CCSS for Literacy in Science and Technical Subjects:</u></p> <p>6-8.RST.9 Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.</p> <p>6-8.RST.3 Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.</p> <p>6-8.RST.1 Cite specific textual evidence to support analysis of science and technical texts.</p> <p>6-8.WHST.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p><u>Related Oregon 2014 Science Standards (NGSS):</u></p> <p>MS-LS4-1: Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.</p> <p>MS-LS4-5: Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms.</p> <p>MS-PS2-2: Plan an investigation to provide evidence that the change in an object’s motion depends on the sum of the forces on the object and the mass of the object.</p> <p>MS-ESS1-3: Analyze and interpret data to determine scale properties of objects in the solar system.</p>
Assessments	<p>Category 2: District Algebra I end-of-course assessments, 4 district performance tasks related to the domains in the Oregon Math Standards (CCSS) for Algebra scored using the statewide Mathematics Problem Solving Scoring Guide</p>
Context/Students	<p>Between our two high schools, we have:</p> <ul style="list-style-type: none"> • 405 students in grade 9 and 82 students in grade 10 • 43% are white, 1% native American, 1% native Hawaiian/Pacific Islander, 5% multi-racial, 10% Black/African American, 18% Asian, 22% Hispanic • 43% have IEPs in Math • 74% economically disadvantaged • 46% female, 54% male • 36% are English learners • 46 different languages spoken in the district

ADMINISTRATOR SLG GOAL SETTING EXAMPLE – 8TH GRADE SCIENCE

<p>Baseline Data</p>	<ul style="list-style-type: none"> • Graduation rate is currently 72% • Last year, 90% of students who did not graduate also failed Algebra I • Overall, 81% of students passed Algebra I • Based on mathematics statewide assessment scores of the incoming freshman class 53 students (26%) are at initial risk for not passing Algebra I
<p>Student Growth Goal (Targets)</p>	<p>By the end of the 2014-15 school year, 100% of students will make progress toward proficiency (70%) on the district end-of-course Algebra I assessment.</p> <ul style="list-style-type: none"> • Students scoring 35% and below will increase by 25% • Students scoring 36-55% will increase by 20% • Students scoring 56% and above will increase by 15%
<p>Rationale</p>	<p>One of our district goals is to increase our graduation rate, which is currently 72%. Last year's data indicated that 90% of students who did not graduate also failed Algebra I. In reviewing this data, we found that it is rare for a student to pass the end-of-course assessments and fail the course overall. Therefore, we are using pass rates on the end-of-course assessments as a proxy for course pass rates, as they are more easily standardized and compared across the district.</p> <p>Last year, 81% of students passed Algebra I. We believe that students who pass both the comprehensive end-of-course assessment and the Algebra I performance tasks are likely to pass the course overall. Increasing that percentage to 90% represents a significant improvement, particularly in light of the fact that this year's freshman class appears to be relatively weaker in mathematics than their grade 10 peers were as incoming freshmen.</p> <p>In reviewing our incoming freshmen students' 8th grade mathematics statewide assessment scores, we have flagged 53 students who we believe are at risk of not passing Algebra I without comprehensive support and close monitoring. We have constructed a series of supports centered around tracking student performance.</p>
<p>Strategies</p>	<ul style="list-style-type: none"> • Refine our current tracking system to more precisely monitor students' progress on the 4 district mathematics performance tasks • Provide targeted interventions in identified areas of weakness related to the domains for Algebra in the state math standards. With data, students can be provided interventions at the time of need, rather than a remedial course the following year. • Provide professional learning (embedded within PLCs) in calibration of scoring performance assessments using the Mathematics Problem Solving Scoring Guide
<p>Professional Learning and Support</p>	<ul style="list-style-type: none"> • Support the coordination of meetings between the district office and high school administrators to provide a seamless system of support to students • Fund and support implementation of professional learning opportunities related to calibration of performance tasks

TEACHER SLG GOAL SETTING EXAMPLE – HIGH SCHOOL SOCIAL SCIENCE

Grade Level: Elementary Middle School High School
 Goal Type: Individual Goal Team Goal

SLG GOAL 1	
Goal-Setting Conference	<p>Content Standards/Skills</p> <p>Relevant Oregon Social Science Content Standards: HS.24. Analyze and critique the impact of constitutional amendments HS.26. Define and compare/contrast United States republican government to direct democracy, socialism, communism, theocracy and oligarchy. HS.27. Examine functions and process of the U.S. Government HS.28. Evaluate how governments interact at the local, state, tribal, national, and global levels. HS.32. Examine and evaluate documents and decisions related to the Constitution and Supreme Court decisions.</p> <p>Relevant CCSS for Literacy in History/Social Studies: 11-12.RH.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. 11-12.RH.6 Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence. 11-12.WHST.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>
Assessments	<p>Category 2 I will assess students using a district created portfolio assessment out of 100 points. The portfolio consists of a district-wide end of the year essay exam in which students use primary source documents to support arguments (50%) and three bi-weekly writing prompts using the statewide Social Science Analysis Scoring Guide (50%). All students will also complete a capstone project, with results being used to assess the performance of the two highest tiers of students outlined in my goal.</p>
Context/Students	<p>I teach 2 periods of Civics and Government in which 64 students are enrolled. This is a semester long course for seniors. Two of my students have learning disabilities. Six of my students are English Language Learners (ELL). The class period is 45 minutes long.</p>

<p>Baseline Data</p>	<p>The results of the district created pre-assessment comprised of 50 multiple-choice questions and an essay show that students’ background knowledge of Civics and Government varies. Pretest scores ranged from 20% to 95% correct.</p> <p>Most students demonstrated a basic understanding of the structure and function of the government and public policy. Few student demonstrated understanding of basic principles of the US Constitution. Given a document-based essay question, most students were able to cite evidence to support their discussions but tended to rely on one or two sources; this finding is consistent with a review of essays contained in student portfolios from last year’s history course. Last year and in the pre-assessment essay, students struggled to evaluate evidence for point of view and content.</p>												
<p>Student Growth Goal (Targets)</p>	<p>During the semester course (September – January) students will increase their knowledge of Civics and Government as measured by comparing the end of year portfolio results to the pre-assessment results. I have set tiered growth targets for my students:</p> <table border="1" data-bbox="574 705 1333 976"> <thead> <tr> <th>Baseline Score Range</th> <th>Target Score</th> </tr> </thead> <tbody> <tr> <td>20-30</td> <td>70</td> </tr> <tr> <td>31-50</td> <td>80</td> </tr> <tr> <td>51-70</td> <td>90</td> </tr> <tr> <td>71-85</td> <td>95 + score of 85 or higher on capstone project</td> </tr> <tr> <td>86-95</td> <td>100 + score of 90 or higher on capstone project</td> </tr> </tbody> </table>	Baseline Score Range	Target Score	20-30	70	31-50	80	51-70	90	71-85	95 + score of 85 or higher on capstone project	86-95	100 + score of 90 or higher on capstone project
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31-50	80												
51-70	90												
71-85	95 + score of 85 or higher on capstone project												
86-95	100 + score of 90 or higher on capstone project												
<p>Rationale</p>	<p>The Social Science standards included in this goal are interconnected and rely on each other. An understanding of the types and structures of government around the world as well as the structure and functions of the US government is essential in developing engaged and informed citizens.</p> <p>Student performance on the essay, both this year and in previous years, shows that students need support in identifying multiple sources of evidence as well as evaluating evidence for determining point of view and potential bias.</p>												
<p>Strategies</p>	<ul style="list-style-type: none"> • Provide opportunities for students to demonstrate their understanding of social studies skills, processes, and content by representing knowledge in multiple ways. Examples include experiential exercises, processing assignments, debate, teacher and/or district-developed assessments, and formal and informal writing. • Guided reading of primary source documents to evaluate claims. • Have students review their own performance data and develop individual targets for improvement in identified areas. • Have students collect work samples throughout the school year for a portfolio that will demonstrate their mastery of key ideas and concepts in social studies content, skills, concepts, and processes. • Provide students with disabilities with all instructional and assessment accommodations and modifications contained in the IEPs. I will work with the ELL Teacher to develop strategies for supporting English learners. 												

**Professional Learning
and Support**

I will need time to meet with my colleagues to develop lessons and score assessments.
I will also need time to work with the ELL Specialist to modify language in my assessments.

TEACHER SLG GOAL SETTING EXAMPLE – HIGH SCHOOL CHEMISTRY

Grade Level: Elementary Middle School High School
 Goal Type: Individual Goal Team Goal

SLG GOAL 1		
Goal-Setting Conference	Content Standards/Skills	<p>Describe the composition, structure, and properties of matter, draw conclusions about the interactions and conservation of matter and energy, and explain why matter and energy can neither be created nor destroyed in a given system and/or reaction.</p> <p>Related Oregon 2014 Science standards (NGSS): HS-PS1-4, HS-PS1-7, HS-PS3-1, HS-PS3-4</p>
	Assessments	<p>Category 2</p> <p>1. Unit Tests: Students will complete a written assessment at the end of each unit. Assessments will include multiple choice, short answer, and constructed response items. There are five units in total: Atoms, Molecules and Ions, Chemical Reactions, Calculations with Chemical Formulas and Equations, Ionic and Covalent Bonding, and Solutions. The unit assessments were created in collaboration with members of the Science Department and approved by the Science Department Chairperson.</p> <p>2. Hydrated Salt Performance Task: Students develop procedures for an investigation and plan for recording and organizing observations and data. It requires students to draw upon their understanding of the crystalline structure of ionic salt, the application of conservation of matter to calculate the coefficient of H₂O in the empirical formula of the hydrated salt, and making conclusions consistent with the use of chemical equations to predict quantitatively the molar masses of reactants and products in 3 chemical reactions. This task will be assessed using the Oregon Scientific Inquiry Scoring Guide.</p>
	Context/Students	<p>This objective applies to the 71 students in my three sections of College Prep Chemistry. 53 of my students are boys and 18 are girls. This is a year-long course that meets for 50 minutes daily.</p>
	Baseline Data	<p>In order to gauge students' incoming content knowledge, I administered the Chemical Concepts Inventory during the first week of school. It is a multiple choice instrument composed of one- and two-tiered non-mathematical conceptual questions based on common student misconceptions about general chemistry topics (ex. Does the rust from a completely rusted iron nail weigh more, less, or the same as the nail it came from?). I adapted the inventory from one that was created for first year college students, so I expected student scores to be quite low.</p> <p>Not surprisingly, the average across my three sections of CP Chemistry was 36%. From these results I was able to determine that most students are coming into this course with limited knowledge</p>

	<p>of concepts central to chemistry as well as some misconceptions about properties of matter, behavior of atoms and molecules, etc. However, I did find that 9 students scored significantly higher than their peers (scores of 60% or better) and that 12 students scored significantly lower than their peers (scores of 10% or lower). Based on this, I have created three groups: Group A = students who scored <10% on chemistry inventory Group B = students who scored between 11% and 49% on chemistry inventory Group C = students who scored > 50% on chemistry inventory</p>
Student Growth Goal (Targets)	<p>1) Unit tests: a. Group A = students will pass 4 out of 5 unit tests with a score of 65% or better. b. Group B = students will pass 4 out of 5 unit tests with a score of 75% or better. c. Group C = students will pass 4 out of 5 unit tests with a score of 85% or better.</p> <p>2) Performance task: a. Group A = students will demonstrate basic proficiency (a score of 3 or better) b. Group B = students will demonstrate proficiency (a score of 4 or better) c. Group C = students will demonstrate advanced understanding (a score of 5 or better)</p>
Rationale	<p>Chemistry is the study of matter and its composition, structure, and properties. Understanding that matter makes up all substances both living and non-living, how matter interacts, and the concept of conservation of matter are central to this course. These enduring understandings are a bridge between the physical sciences, life science, and earth and space science. This is a worthy focus because it encompasses the key understandings that students should have by the end of this course.</p>
Strategies	<ul style="list-style-type: none"> • Repeated practice with using and developing models based on evidence to illustrate interactions of energy and matter • Repeated practice planning and conducting investigations individually and collaboratively to produce data to serve as the basis for evidence • Familiarize student with state scoring guide using the student friendly language version for in-class tasks • Have students self-assess using the scoring guide
Professional Learning and Support	<ul style="list-style-type: none"> • Professional learning in student use of models • Professional learning to develop deep understanding of the NGSS practices and crosscutting concepts • Classroom time and budget to implement authentic activities

TEACHER SLG GOAL EXAMPLE – 1ST GRADE READING (SPECIAL EDUCATION)

Grade Level: Elementary Middle School High School
 Goal Type: Individual Goal Team Goal

SLG GOAL 1							
Goal-Setting Conference	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 25%; padding: 5px;">Content Standards/Skills</td> <td style="padding: 5px;"> RL.1.1. Ask and answer questions about key details in a text. RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL.1.3. Describe characters, settings, and major events in a story, using key details. RL.1.6. Identify who is telling the story at various points in a text. RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events. RL.1.9. Compare and contrast the adventures and experiences of characters in stories. RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1. RF.1.1. Demonstrate understanding of the organization and basic features of print. RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.1-2.4. Read with sufficient accuracy and fluency to support comprehension. RL.2.1. Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text. RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. RL.2.3. Describe how characters in a story respond to major events and challenges. RL.2.10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range. </td> </tr> <tr> <td style="padding: 5px;">Assessments</td> <td style="padding: 5px;"> Category 2 In order to monitor progress we will use the DRA 2 assessment which will be administered one-on-one by classroom teachers, reading specialists and special education teachers in September, January, March, and June. </td> </tr> <tr> <td style="padding: 5px;">Context/Students</td> <td style="padding: 5px;"> The 8 students with IEPs in ELA in the two first-grade classrooms and the 9 students with IEPs in ELA in the two second-grade classrooms. 5 are girls and 12 are boys. In addition to 30 minute sessions in the resource room with me every day students participate in a 60 minute literacy block within their classroom. </td> </tr> </table>	Content Standards/Skills	RL.1.1. Ask and answer questions about key details in a text. RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL.1.3. Describe characters, settings, and major events in a story, using key details. RL.1.6. Identify who is telling the story at various points in a text. RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events. RL.1.9. Compare and contrast the adventures and experiences of characters in stories. RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1. RF.1.1. Demonstrate understanding of the organization and basic features of print. RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words. RF.1-2.4. Read with sufficient accuracy and fluency to support comprehension. RL.2.1. Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text. RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. RL.2.3. Describe how characters in a story respond to major events and challenges. RL.2.10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Assessments	Category 2 In order to monitor progress we will use the DRA 2 assessment which will be administered one-on-one by classroom teachers, reading specialists and special education teachers in September, January, March, and June.	Context/Students	The 8 students with IEPs in ELA in the two first-grade classrooms and the 9 students with IEPs in ELA in the two second-grade classrooms. 5 are girls and 12 are boys. In addition to 30 minute sessions in the resource room with me every day students participate in a 60 minute literacy block within their classroom.
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Baseline Data

The DRA2 was administered during the first two weeks of school. 15 of the 17 students in my caseload are currently reading below grade level. Of those students not yet reading on grade level, many of them are close and this data makes me confident that with strategic interventions this gap can close dramatically by the end of the year.

Beginning of the Year	DRA 2 Level	Grade 1 students	Grade 2 students
Kindergarten	A-1	4	
	2	3	1
	3		2
Grade 1 (on level)	4	1	1
	6		1
Grade 1 (above grade level)	8		2
	10		
	12		1
	14		
Grade 2 (on level)	16		
	18		1
	20		

Student Growth Goal (Targets)

By the end of the year, 6 out of 8 first grade students and 6 out of 9 second grade students will be reading on or above grade level. The five students who might not be reading on or above grade level will make significant progress and be in a position to continue their growth in the following year to successfully read on or above grade level, as seen by the table below. While it seems inappropriate to attempt predicting each student's exact DRA2 reading level, we have instead created targets for overall grade level. Students in grade 1 in June should be at Level 16-18 to be considered on grade level. Students in grade 2 in June should be at least at Level 28 to be considered on grade level.

FIRST GRADE EOY TARGETS	DRA 2 Level	EOY Target:
Kindergarten	A-1	0
	2	
	3	
Grade 1	4	2
	6	
	8	
	10	
	12	
	14	
Grade 2	16	6
	18	
	20	0
	24	
	28	
	34	
38		

SECOND GRADE EOY TARGETS	DRA 2 Level	EOY Target: Total Grade 2 students at each level
Kindergarten	A-1	0
	2	
	3	
Grade 1	4	0
	6	
	8	
	10	
	12	
	14	
Grade 2	16	3
	18	
	20	
	24	
	28	6

Rationale	<p>Many researchers have found that early interventions for reading have significant impact on students' long-term literacy abilities. The National Institutes of Health (NIH) show that, if supported early on in their schooling, 95% of children who struggle with reading can reach grade level. They claim that Kindergarten and first grade are the "window of opportunity" to ensure students are successful readers since the gap between struggling readers and their peers only widens over time starting in the third grade. Therefore, the first and second grade teams want to focus on reducing this gap by increasing the number of students reading at/above grade level.</p>
Strategies	<ul style="list-style-type: none"> • Deconstruct standards into smaller skills/chunks to scaffold student learning • Employ questioning strategies during small group discussions • Use graphic organizers to diagram stories • Use big books to teach reading strategies and apply them (e.g., covering all but first letter to decode words, using context clues, skip and read on)
Professional Learning and Support	<ul style="list-style-type: none"> • Professional learning in developing standards-based IEPs • Professional learning on deconstructing standards to create smaller, attainable targets and build on prior knowledge • Continued study of effective reading strategies • Time to collaborate with general education teachers to align pull-out instruction to align with classroom instruction and to provide strategies for use by classroom teachers with SPED students

Professional Growth and Evaluation Forms



Form Overview *

Self Assessment Form:

- Purpose: Self assessment for each school year based on the 23 SSD Standards
- Responsible Party: Professional educator with copy to the Supervisor
- When Used: Fall and Spring

Siuslaw Student Learning and Professional Growth Goal Forms

- Purpose: Determine student learning and growth as well as professional growth goals and activities/ document CPDU's
- Responsible Party: Professional educator in collaboration with supervisor
- When used: Fall, Mid Year, Spring

Personal Growth Activities Tracking Sheet:

- Purpose: List activities aligned to the Siuslaw Standards and the TSPC Domains
- Responsible Party: Professional educator with copy to supervisor
- When used: Spring

Formal Pre Observation Form:

- Purpose: Provide Lesson Plan for a formal observation
- Responsible Party: Professional educator with copy to supervisor
- When Used: Timeline is defined in professional educator's Professional Growth Cycle

Formal Observation Form A, B, and C:

- Purpose: Provide written feedback to the professional educator following a formal observation
- Responsible Party: Supervisor
- When Used: Immediately following a formal observation

Mini Observation Form/Feedback:

- Purpose: Provide written feedback to the professional educator following a mini observation
- Responsible Party: Supervisor
- When Used: Timeline is defined in professional educator's Professional Growth Cycle

Performance Review Form:

- Purpose: Formative performance evaluation on the 23 SSD standards
- Responsible party: Supervisor with a copy to professional educator
- When used: At least twice per year for probationary professional educators / At least once during observation process as determined in the professional educator's professional growth cycle.

Summative Evaluation Report:

- Purpose: Summative performance evaluation/Calculating Summative Professional educator Evaluation
- Responsible party: Supervisor w/copies to professional educator and human resources
- When used: Yearly for probationary professional educators/ Year 2 observation year for contract professional educators

Summary of Observations and Artifacts:

- Purpose: Summary of Observations and Artifacts for the annual Siuslaw Summative Evaluation Report
- Responsible party: Professional educator and Supervisor with copies to human resources
- When used: Yearly for probationary professional educators/contract professional educators

Plan for Improvement Form:

- Purpose: Set specific goals to improve teaching performance
- Responsibility party: Supervisor
- When used: If directed goal setting was not successful in improving performance

Program of Assistance:

- Purpose: To set specific goals to improve teaching performance
- Responsible party: Supervisor, professional educator, the association and district representatives
- When used: If the plan for improvement was not successful in improving performance

***The evaluation process may be managed electronically.**

Self-Assessment Form: Self-Assessment/Reflection

Teacher Name: _____

Probationary

Contract

Supervisor: _____

Date: _____

Assignment: _____

D = Does Not Meet Expectation; **B** = Basic; **E** = Effective; **HE** = High Effective; **NA** = Not Applicable or Not Observed

	D		B		E		HE		NA	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
DOMAIN ONE: Planning and Preparation										
1-1: Knowledge of Content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1-2: Knowledge of Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1-3: Instructional Goal Setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1-4: Curriculum Design	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1-5: Assessment Planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DOMAIN TWO: Learning Environment										
2-6: Climate of Respect and Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2-7: Learning Environment Procedures and Physical Environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2-8: Managing Student Behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DOMAIN THREE: Instruction										
3-9: Lesson Delivery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3-10: Feedback to Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3-11: Assessment for Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DOMAIN FOUR: Professional Responsibilities										
4-12: Professional Growth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4-13: Professionalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4-14: Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4-15: Meeting Special Programs Requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D = Does Not Meet Expectation; **B** = Basic; **E** = Effective; **HE** = High Effective **NA** = Not Applicable or Not Observed

DOMAIN FIVE: Specialists	D		B		E		HE		NA	
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
5-16: Meeting Special Programs Requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5-17: Conducting Student Assessments and Evaluations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5-18: Developing Student Plans and Consulting With Others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5-19: Facilitating Meetings and Discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5-20: Being Available to Others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5-21: Supporting Instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5-22: Utilizing Support Personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5-23: Providing Training and Staff Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments/Reflections:										
Fall:										
Spring:										

Teacher Signature: ___ Date of Fall Conference: ____

Supervisor Signature: _____

Teacher Signature: _____ Date of Spring Conference: _____

Supervisor Signature: _____

SIUSLAW STUDENT LEARNING AND PROFESSIONAL GROWTH GOAL FORM

Professional Educator: _____ Contract Status: _____

School: _____ School Year: _____

Administrator/evaluator: _____ Date: _____

Grade Level: Elementary Middle School High School
 Goal Type: Individual Goal Team Goal

SLG GOAL 1	
Goal-Setting Conference	Content Standards/Skills
	Assessments <input type="checkbox"/> Category 1 _____ <input type="checkbox"/> Category 2 _____
	Context/Students
	Baseline Data
	Student Growth Goal (Targets)
	Rationale
	Strategies
	Professional Learning and Support

SLG GOAL 2

	Content Standards/Skills	
	Assessments	<input type="checkbox"/> Category 1 _____ <input type="checkbox"/> Category 2 _____
	Context/Students	
	Baseline Data	
	Student Growth Goal (Targets)	
	Rationale	
	Strategies	
	Professional Learning and Support	
Sign-Off at Initial Collaborative Meeting: Date: _____ Professional educator: _____ Principal: _____		
	Professional Growth Goal(s)	
	Strategies	
	Professional Learning and Support	

Mid-Year Review	Collaborative Mid-Year Goal Review			
	Strategy Modification			
	Professional Educator Signature:	Date:	Administrator/evaluator Signature:	Date:

Year-End Goal Conference	End-of-Year Data			
	Reflection on Results			
	Professional Growth Plan Implications			
	Professional Educator Signature:	Date:	Administrator/Evaluator Signature:	Date:

Personal Professional Growth Activity Tracking Sheet

Date	List Professional Development Activity	Siuslaw Framework Standard #	TSPC Domain (number)	Number Of PDUs

Formal Pre-Observation Form

Siuslaw School District	Pre-Observation Conference
--------------------------------	-----------------------------------

Professional Educator: _____ Observer: _____ School _____

Observation Date: _____ Time: _____

Lesson/Activity: _____

State your goals for the lesson.

- What do you expect the students to learn?

How do these goals . . .

- Reflect the needs of your students?
- Relate to content standards and curriculum as a whole?
- Relate to other content areas?

Explain how your work plan incorporates the design qualities to engage your students in the work.

- What will you do?
- What will your students do?
- How much time will be used?

Explain the difficulties students typically experience in the area.

- How do you plan to anticipate those difficulties, enabling your students to persist with the work?

State the instructional materials or other resources you will use.

- What additional resources, if any, are available through the school or in the larger community that could be used to facilitate your students' learning of this topic/concept?

Formal Pre-Observation Form

Siuslaw School District	Pre-Observation Conference
--------------------------------	-----------------------------------

Explain how you plan to assess student achievement of the goals.

- What procedures will you use?
- What products will the students produce?
- How will you know students met your goal?

Describe the accommodations in your work plan that that address the special needs of your students and the diverse population of your class.

Explain anything else the observer should know about your class or classroom procedures.

Is there anything specific you would like the observer to look for or to help with?

Formal Observation – Form A

Siuslaw School District	Learning Environment Observation Report
--------------------------------	--

Professional Educator: _____ Observer: _____ School: _____

Observation Date: _____ School Year: _____

Lesson/Activity: _____

Summary of Observation:

Comments on Lesson/Activity:

General Comments/Recommendations:

Area(s) of Concern:

Date: _____ Professional Educator Signature: _____

Date: _____ Observer Signature: _____

TEACHER MAY ATTACH AN OBSERVATION REFLECTION ON THE LESSON (OPTION

Formal Observation – Form B

Siuslaw School District	Learning Environment Observation Report
--------------------------------	--

Professional Educator: _____ Observer: _____ School: _____

Observation Date: _____ School Year: _____

Lesson/Activity: _____

Domain 1: Planning & Preparation	Domain 2: Learning Environment
Domain 3: Instruction	Domain 4: Professional Responsibilities
Domain 5: Specialists	

General Comments/Recommendations:

Area(s) of Concern:

Date: _____ Professional Educator Signature: _____

Date: _____ Observer Signature: _____

PROFESSIONAL EDUCATOR MAY ATTACH AN OBSERVATION REFLECTION ON THE LESSON (OPTIONAL)

Formal Observation – Form C

Siuslaw School District	Learning Environment Observation Report
--------------------------------	--

Siuslaw School District

Professional Educator: _____ Observer: _____ School: _____

Observation Date: _____ School Year: _____ Teaching Assignment: _____

Lesson/Activity: _____

Creating an Environment of Respect and Rapport	Communicating Clearly and Accurately
Establishing a Culture for Learning	Using Questioning and Discussion Techniques
Managing Learning Environment Procedures	Engaging Students in Learning
Managing Student Behavior	Providing Feedback to Students
Organizing Physical Space	Demonstrating Flexibility and Responsiveness

Area(s) of Concern:

Date: _____ Professional Educator Signature: _____

Date: _____ Observer Signature: _____

TEACHER MAY ATTACH AN OBSERVATION REFLECTION ON THE LESSON (OPTIONAL)

MINI OBSERVATION FORM

Date(s): _____

Observer: _____

Class/Grade _____

Subject: _____

Has the objective been clearly communicated to the learners?

Yes No

Transition

Noninstructional Activity

What is the thinking level?

Low (Knowledge/Comprehension)

Middle (Application/Analysis)

High (Synthesis/Evaluation)

Where are the students in the lesson?

Introduction

Anticipatory Set/Pre-Assessment

Concept Development

Listening

Reading

Worksheet

Writing

Discussion

Hands-On/Manipulatives

Similarities and Differences

Summarizing/Note-Taking

Reinforcing Effort/Providing Recognition

Nonlinguistic Representations

Generating and Testing Hypotheses

Concept Attainment

Guided Practice

Closure

Independent Practice

Assessment

Of Learning

For Learning

Does the work assigned to students incorporate engaging qualities?

Personal Response

Clear/Modeled Expectations

Emotional/Intellectual Safety

Learning With Others

Sense of Audience

Choice

Novelty/Variety

Authenticity

What is the engagement level of the learning environment?

Engaged

On-Task

Off-Task

Is the learning environment aligned with instruction?

Interaction with visual models

Yes No

Interaction with learning tools

Yes No

Is technology integrated into the lesson?

Yes No

Is the objective aligned to grade-level standards?

Yes No

Total visits: _____

Comments:

Area(s) of Concern:

Desired Practices

Domain I: Planning and Preparation

Knowledge of Content

- Deep knowledge of content is communicated in a variety of forms
- Evidence of continuous learning on the part of the teacher

Knowledge of Students

- Deep understanding of individual learning styles
- Awareness of current achievement level of each student

Goal Setting

- Lesson objectives are clear to students
- Instruction is tied to state standards and district priorities

Curriculum Design

- Pacing and mapping of the curriculum is appropriate to point in the year
- Adherence to the adopted curriculum with appropriate supplementation

Assessment Design

- Assessments are created prior to instruction
- Planning is done with the end objectives in mind

Domain II: Learning Environment

Climate of Respect and Learning

- Strong relationships between teacher and students
- Expectations and norms are clearly established

Learning Environment Procedures and Physical Environment

- Learning environment is organized, attractive and welcoming
- Students can follow and explain procedures

Managing Student Behavior

- Evidence of PBIS culture in the learning environment
- Effective strategies for refocusing off task students

Domain III: Instruction

Lesson Delivery

- Students are actively learning
- Differentiated use of yield instructional strategies

Feedback to Students

- Feedback is delivered frequently, specifically and consistently
- Students are motivated and know how to improve their performance

Assessment for Learning

- Appropriate use of formative and summative assessments

Mini Observation Form

Professional Educator: _____	
Observer: _____	
Date: _____ Time: _____	
Observation:	<input type="checkbox"/> Direct Instruction
	<input type="checkbox"/> Transition
	<input type="checkbox"/> Testing
	<input type="checkbox"/> Reading activity
	<input type="checkbox"/> Writing activity
	<input type="checkbox"/> Lab activity
	<input type="checkbox"/> Project completion
	<input type="checkbox"/> Student presentation
Please contact me for post observation meeting. <input type="checkbox"/>	

Area(s) of Concern:

LEARNING WALK LOOK-FORS

<p><i>RIGOR</i></p>	<p><i>ENGAGEMENT</i></p>
<p><i>EVIDENCE OF “INTENTIONALITY”/PURPOSE</i></p>	

Rigor

Rigor is all students engaged interactively.

Evidence of Rigor (not all factors will be present in each lesson):

- Having high expectations through effective teaching
- Delivering high quality, high achievement and in-depth understanding
- Having a challenging and intensive approach to meeting an obtainable goal
- On task behavior with focused thinking
- Pacing that meets lesson and student needs
- Purposeful learning
- Going beyond basic knowledge or understanding
- Enthusiastic conversation, questions, responses, experiments (trial & error), research, fact gathering, self-motivation, curiosity, formulation, applying expanding new concept

Rigor: May Look Like/May Sound Like:

Professional Educator:

- Uses variety of questioning strategies
- Not providing answers when appropriate/probing for information
- Active listening
- Enthusiastic and excited
- Provide the level of support necessary
 - Professional educator may be facilitator or “guide on the side” and loving it!
 - Professional educator may be providing direct instruction
- Flexible—the lesson leads in other directions

Comments:

Student:

- Meaningful discussions and sharing of ideas, including problem solving, questioning and sharing discoveries
- Active listening
- Accept and use others’ ideas and learning
- Multiple strategies and multiple outcomes
- Uses synthesis, evaluation, judgment and application
- Generates more questions
- Applies enduring understanding across settings and time
- Students choose to extend the task

Engagement

Engagement is: A hands-on atmosphere that invites genuine interest that motivates the learner to pursue the task, total connectivity to the learning, active involvement and self-motivation.

Evidence of engagement (not all factors will be present in each lesson):

- Conversing
- Questioning
- Disagreeing
- Discussing
- Compromising
- Exchange ideas
- Complimenting
- Focused on task
- Completing task
- Learning from others
- Sharing
- Using vocabulary appropriate to task

Engagement May Look Like/May Sound Like

Professional Educator:

- Facilitating student learning in a manner appropriate to lesson objectives
- Is prepared
 - Provided building blocks
 - Materials ready
 - Medication or enrichment ready
- Expectations established for outcome
- Has trouble pulling student away from task
- Asking questions to raise level of understanding or quality of work
- Asking questions to raise their level of curiosity:

Student:

- Focused on task
- Using resources available to complete task
- Emotional involvement i.e.: frustration/elation
- Limited behavioral problems
- Participation by ALL students
- ALL conversation directed towards goal
- Questioning each other and professional educator for guidance
- Sound level varies up and down

Comments:

Desired Practices

Domain I: Planning and Preparation

Knowledge of Content

- Deep knowledge of content is communicated in a variety of forms
- Evidence of continuous learning on the part of the professional educator

Knowledge of Students

- Deep understanding of individual learning styles
- Awareness of current achievement level of each student

Goal Setting

- Lesson objectives are clear to students
- Instruction is tied to state standards and district priorities

Curriculum Design

- Pacing and mapping of the curriculum is appropriate to point in the year
- Adherence to the adopted curriculum with appropriate supplementation

Assessment Design

- Assessments are created prior to instruction
- Planning is done with the end objectives in mind

Domain II: Learning Environment

Climate of Respect and Learning

- Strong relationships between professional educator and students
- Expectations and norms are clearly established

Learning Environment Procedures and Physical Environment

- Learning environment is organized, attractive and welcoming
- Students can follow and explain procedures

Managing Student Behavior

- Evidence of PBIS culture in the learning environment
- Effective strategies for refocusing off task students

Domain III: Instruction

Lesson Delivery

- Students are actively learning
- Differentiated use of yield instructional strategies

Feedback to Students

- Feedback is delivered frequently, specifically and consistently
- Students are motivated and know how to improve their performance

Assessment for Learning

- Appropriate use of formative and summative assessments

Domain IV: Professional Responsibilities (data not collected through observation)

Drop-in Observation

Professional educator: _____ Grade: _____

Date: _____ Time: _____ Subject: _____

Activity/Lesson Observed:

Commendations:

Recommendations:

Area(s) of Concern:

Mini Observation Feedback

Professional educator: _____ Class: _____ Date: _____

Activity appears to be: _____

Today's Learning Objective is posted: Yes No

% of students "engaged" based on criteria below	<50%	75%	90%	100%
Students have appropriate eye contact.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students are taking notes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students are actively participating in relevant discussion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students demonstrating appropriate behavior for lesson.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Typical level of professional educator questions	Recall/Facts <input type="checkbox"/>	Higher Thinking <input type="checkbox"/>		Mixed <input type="checkbox"/>

Other Feedback:

Area(s) of Concern:

Mini Observation form:

Date:

Period/Class:

Professional Educator:

Observer:

Goal Setting

Look- fors:

- Professional Educator uses standards in planning documents
- Measurable goals set for whole group, small group, and individuals
- Year long and unit plans developed that include instructional goals, learning outcomes, and an assessment schedule
- Lesson and unit objectives written / posted in classroom for students to see

Comments/Evidence:

Lesson Delivery

Look-fors:

- Students are actively engaged in learning
- Professional Educator is organized and communicates objectives in a way that students understand
- Targets are clear and can be articulated by the students
- Professional Educator frequently uses questioning strategies
- Instructional delivery and strategies are differentiated to meet needs of all learners

Comments/Evidence:

Area(s) of Concern:

Fall Performance Review Form/Summative Evaluation Form

Probationary Contract F W S

Professional Educator: _____

Contract 1 Summative Evaluation

Supervisor: _____ Date: _____ Assignment: _____

D = Does Not Meet Expectations; **B** = Basic; **E** = Effective; **HE** = Highly Effective;

Evaluation made through learning environment observations/Mini observations	D	B	E	HE
DOMAIN ONE: Planning and Preparation Composite:				
1-1: Knowledge of Content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1-2: Knowledge of Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1-3: Instructional Goal Setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1-4: Curriculum Design	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1-5: Assessment Planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DOMAIN TWO: Learning Environment Composite:				
2-6: Climate of Respect and Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2-7: Learning Environment Procedures and Physical Environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2-8: Managing Student Behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DOMAIN THREE: Instruction Composite:				
3-9: Lesson Delivery	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3-10: Feedback to Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3-11: Assessment for Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DOMAIN FOUR: Professional Responsibilities Composite:				
4-12: Professional Growth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4-13: Professionalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4-14: Communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4-15: Meeting Special Programs Requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DOMAIN FIVE: Specialists Composite:				
5-16: Meeting Special Programs Requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5-17: Conducting Student Assessments and Evaluations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5-18: Developing Student Plans and Consulting with Others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5-19: Facilitating Meetings and Discussion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5-20: Being Available to Others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5-21: Supporting Instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5-22: Utilizing Support Personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5-23: Providing Training and Staff Development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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D = *Does Not Meet Expectations*; **B** = *Basic*; **E** = *Effective*; **HE** = *Highly Effective*;

STUDENT LEARNING AND GROWTH GOALS	D	B	E	HE
Goal 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Goal 2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

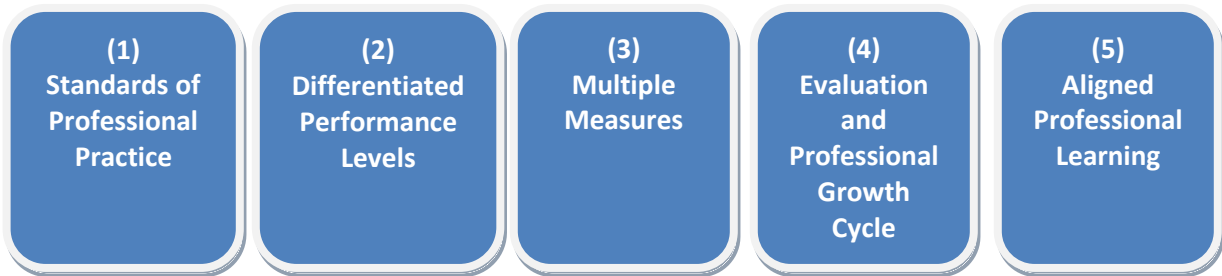
Comments:	Supervisor Signature _____
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Professional Educator Comments:	Professional Educator Signature _____
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Oregon's Matrix Model for Educator Summative Evaluations

Oregon's Requirements for Teacher and Administrator Evaluation and Support Systems

Teacher and administrator evaluation and support systems in all Oregon school districts must include the following five elements described in the *Oregon Framework for Teacher and Administrator Evaluation and Support Systems*:



These five required elements defined below establish the parameters for local evaluation and support systems. The Oregon Framework describes the state criteria for each of these elements. Districts must align their systems to these elements but have local flexibility in their design and implementation. Local systems must meet or exceed the state criteria for evaluation and support systems.

1. **Standards of Professional Practice.** The state adopted Model Core Teaching Standards and Educational Leadership/Administrator Standards define what teachers and administrators should know and be able to do to ensure that every student is ready for college, careers and engaged citizenship in today's world. Districts' selected rubrics must align to these standards.
2. **Differentiated (4) Performance Levels.** Districts select a rubric to evaluate teacher and administrator performance on the standards of professional practice measured on four performance levels. Each level is defined as follows: Level 1 = does not meet standards; Level 2 = progress toward meeting standards; Level 3 = meets standards; Level 4 = exceeds standards.
3. **Multiple Measures.** Multiple sources of data are used to measure teacher and administrator performance on the Standards of Professional Practice, including evidence from: professional practice, professional responsibilities, and student learning and growth.
4. **Evaluation and Professional Growth Cycle.** Teachers and administrators are evaluated on a regular cycle of continuous improvement which includes self-reflection, goal setting, observations, formative assessment and summative evaluation. The **Oregon Matrix** model is the summative method at the end of the evaluation cycle that combines multiple measures from professional practice, professional responsibilities, and student learning and growth to determine the educator's professional growth goals/plans and overall performance level.
5. **Aligned Professional Learning.** Relevant professional learning opportunities to improve professional practice and impact on student learning are aligned to the teacher's or administrator's evaluation and his/her need for professional growth.

The Oregon Matrix for Summative Evaluations for Teachers and Administrators

Beginning in the 2014-15 school year, all districts will use the Oregon Matrix Model for their summative evaluations. In the Oregon Matrix, Professional Practice (PP) and Professional Responsibilities (PR) intersects with Student Learning and Growth (SLG) culminating in a Professional Growth Plans (Facilitative, Collegial, Consulting, Directed) and summative performance level. When there is a discrepancy between the PP/PR level and SLG level, further inquiry is triggered to explore and understand the reasons for the discrepancy in order to then determine the Professional Growth Plan and corresponding summative performance level.

Y-AXIS: Combined Rating on Professional Practice and Professional Responsibilities (PP/PR)	LEVEL 4 <i>(Highest)</i>	<p>COLLEGIAL Focus on SLG Goals</p> <p>*SLG INQUIRY <i>due to LOW level of fidelity between measures</i></p> <p style="text-align: right;">3</p>	<p>FACILITATIVE or COLLEGIAL Focus on SLG Goals Determined post inquiry</p> <p>*SLG INQUIRY <i>due to only SOME level of fidelity between measures</i></p> <p style="text-align: right;">3 or 4</p>	<p>FACILITATIVE</p> <p>GOOD level of fidelity between measures</p> <p style="text-align: right;">4</p>	<p>FACILITATIVE</p> <p>HIGHEST level of fidelity between measures</p> <p style="text-align: right;">4</p>
	LEVEL 3	<p>COLLEGIAL or CONSULTING Focus on SLG Goals Determined post inquiry</p> <p>*SLG INQUIRY <i>due to SOME level of fidelity between measures</i></p> <p style="text-align: right;">2 or 3</p>	<p>COLLEGIAL PLAN</p> <p>GOOD level of fidelity between measures</p> <p style="text-align: right;">3</p>	<p>COLLEGIAL</p> <p>HIGHEST level of fidelity between measures</p> <p style="text-align: right;">3</p>	<p>COLLEGIAL</p> <p>GOOD level of fidelity between measures</p> <p style="text-align: right;">3</p>
	LEVEL 2	<p>CONSULTING</p> <p>GOOD level of fidelity between measures</p> <p style="text-align: right;">2</p>	<p>CONSULTING</p> <p>HIGHEST level of fidelity between measures</p> <p style="text-align: right;">2</p>	<p>CONSULTING</p> <p>GOOD level of fidelity between measures</p> <p style="text-align: right;">2</p>	<p>COLLEGIAL or CONSULTING Determined post inquiry</p> <p>*PP/PR INQUIRY <i>due to only SOME level of fidelity between measures</i></p> <p style="text-align: right;">2 or 3</p>
	LEVEL 1 <i>(Lowest)</i>	<p>DIRECTED</p> <p>HIGHEST level of fidelity between measures</p> <p style="text-align: right;">1</p>	<p>DIRECTED</p> <p>GOOD level of fidelity between measures</p> <p style="text-align: right;">1</p>	<p>CONSULTING or DIRECTED Determined post inquiry</p> <p>*PP/PR INQUIRY <i>due to only SOME level of fidelity between measures</i></p> <p style="text-align: right;">1 or 2</p>	<p>CONSULTING</p> <p>*PP/PR INQUIRY <i>due to only LOW level of fidelity between measures</i></p> <p style="text-align: right;">2</p>
		LEVEL 1 <i>(Lowest)</i>	LEVEL 2	LEVEL 3	X-AXIS: Rating on Student Learning and Growth

*Ratings in these areas require an inquiry process in order to determine a summative performance level and Professional Growth Plan.

STATEWIDE COMPONENTS OF THE OREGON MATRIX

How does an evaluator determine level 1-4 on the Y-axis and X-axis of the matrix and a final summative performance level at the end of an educator’s evaluation cycle?

I. Y-Axis: Professional Practice and Professional Responsibilities (PP/PR)

First, the evaluator will need to determine the combined performance level for PP/PR based on data from the district’s rubric. The evaluator will already have gauged the educator’s performance on each standard/performance indicator on the rubric with four performance levels. For example, in a Danielson rubric, educators will have received a performance level for all 22 components (for Marshall rubrics, 60 components; for LEGENDS 29 components; etc.). The evaluator will then:

1. Add up all component scores to get the total points possible;
2. Divide by the number of components (based on the # of components in the rubric);
3. Get a rating between 1 and 4 for PP/PR;
4. Use the following thresholds to determine PP/PR level:
 - 3.6 - 4.0 = 4 PP/PR
 - 2.81-3.59 =3 PP/PR
 - 1.99 – 2.8 = 2 PP/PR*
 - < 1.99 = 1 PP/PR

***PP/PR Scoring Rule:** If the educator scores two 1’s in any PP/PR component and his/her average score falls between 1.99-2.499, the educator’s performance level cannot be rated above a 1.

5. Find the PP/PR performance level (1-4) on the Y-axis of the matrix.

II. X-Axis: Student Learning and Growth (SLG)

After the educator’s PP/PR performance level is determined, their Professional Growth Plan and summative performance level is then found by looking at the educator’s rating on SLG goals. The level of performance on SLG will be determined by scoring the SLG goals using the Oregon SLG Goal scoring rubric (see page 4). All educators will set two SLG goals annually. Educators on a two year evaluation cycle will select two of the four goals collaboratively with their evaluator to be included in their summative evaluation. *Math and ELA teachers (grades 3-8 and 11) and administrators must use Category 1 assessments for one of the two goals.*

1. Score the SLG goals using the SLG Scoring Rubric;
2. Get a rating between 1 and 4 for SLG;
3. Use the thresholds below to determine SLG level;
4. Find the SLG performance level (1-4) on the X-Axis of the matrix.

Level 4	Level 3	Level 2	Level 1
You must score: <ul style="list-style-type: none"> • 4 on both goals 	You could score: <ul style="list-style-type: none"> • 3 on both goals, or • 3 on one goal & 4 on one goal, or • 4 on one goal & 2 on one goal 	You could score: <ul style="list-style-type: none"> • 2 on both goals, or • 2 on one goal & 3 on one goal, or • 3 on one goal & 1 on one goal, or • 4 on one goal & 1 on one goal 	You could score: <ul style="list-style-type: none"> • 1 on both goals, or • 1 on one goal & 2 on one goal

III. Scoring Student Learning and Growth (SLG) Goals

SLG goals are detailed, measurable goals for student academic growth aligned to standards and developed by educators and their supervisors. They are rigorous, yet attainable goals. SLG goals define which students and/or student subgroups are included in a particular goal, how their progress will be measured during the instructional time period. SLG goals are growth goals, not achievement goals. Growth goals hold all students to the same standards but allow for various levels of learning and growth depending on where the students' performance level is at the start of the course/class. The educator sets two annual SLG goals between which all students in a class or course are included.

The following tools are used to score SLG goals to determine the educator' impact on SLG in the summative evaluation.

SLG Quality Review Checklist

Before SLG goals are used in teacher and administrator evaluations, this checklist should be used in in order to approve them. For an SLG goal to be approved, all criteria must be met.

Baseline Data	Yes	No
Is baseline data used to make data-driven decisions for the SLG goal, including the most recent student information from past assessments and/or pre-assessment results?		
Student Learning and Growth Goals		
Is the SLG goal written as a "growth" goals vs. "achievement" goal? (i.e. growth goals measure student learning between two or more points in time and achievement goals measure student learning at only one point in time.)		
Does the SLG goal describe a "target" or expected growth for all students, tiered or differentiated as needed based on baseline data?		
Rigor of Goals		
Does the goal address relevant and specific knowledge and skills aligned to the course curriculum based on state or national content standards?		
Is the SLG goal measurable and challenging, yet attainable?		

SLG Scoring Rubric

This SLG scoring rubric is used for scoring individual SLG goals based on evidence submitted by the teacher and supervisor/evaluator. This rubric applies to both teacher and administrator evaluations.

Level 4 (Highest)	This category applies when approximately 90% of students met their target(s) and approximately 25% of students exceeded their target(s). This category should only be selected when a substantial number of students surpassed the overall level of attainment established by the target(s). Goals are very rigorous yet attainable, and differentiated (as appropriate) for all students.
Level 3	This category applies when approximately 90% of students met their target(s). Results within a few points, a few percentage points, or a few students on either side of the target(s) should be considered "met". The bar for this category should be high and it should only be selected when it is clear that all or almost all students met the overall level of attainment established by the target(s). Goals are rigorous yet attainable and differentiated (as appropriate) for all students.
Level 2	This category applies when 70-89% of students met their target(s), but those that missed the target missed by more than a few points, a few percentage points or a few students. Goals are attainable but might not be rigorous or differentiated (as appropriate) for all students.
Level 1 (Lowest)	This category applies when less than 70% of students meet the target(s). If a substantial proportion of students did not meet their target(s), the SLG was not met. Goals are attainable, but not rigorous. This category also applies when results are missing or incomplete.

IV. Final Summative Performance Level and Professional Growth Plan

Taking the performance levels for professional practice and professional responsibilities (PP/PR) and student learning and growth (SLG) find where the X-Axis intersect with the Y-Axis on the matrix. The PP/PR will then be compared to the SLG to determine the educator's Professional Growth Plan and overall summative performance level. The four types of Professional Growth Plans are defined as follows:

Facilitative - The educator leads the conversation and with the evaluator chooses the focus of the Professional Growth Plan and professional goal(s) as the educator and evaluator collaborate on the plan/professional growth goal(s). If the educator had a SLG performance level 2, the plan/professional goal(s) must also include a focus on increasing the educator's overall aptitude in this measure.

Collegial - The educator and evaluator collaboratively develop the educator's Professional Growth Plan/professional goal(s). If the educator had a SLG performance level 1 or 2, the plan/professional goal(s) must also include a focus on increasing the educator's overall aptitude in this measure.

Consultative - The evaluator consults with the educator and uses the information gathered to inform the educator's Professional Growth Plan /professional goal(s). If the educator had a SLG performance level 1 or 2, the plan/professional goal(s) must also include a focus on increasing the educator's overall aptitude in this measure.

Directed - The evaluator directs the educator's Professional Growth Plan /professional goal(s). This plan should involve a focus on the most important area(s) to improve educator performance. If the educator had a SLG performance level 1 or 2, the plan/professional goal(s) must also include a focus on increasing the educator's overall aptitude in this measure.

The local collaborative evaluation design team will ensure that the Professional Growth Plan resulting from the Matrix is included in the design of the professional growth and evaluation system. The Matrix summative rating is to be used for state reporting purposes as required by the ESEA Flexibility Waiver.

V. Inquiry Processes

Student Learning and Growth Inquiry Process (SLG Inquiry):

In order to determine an educator's Professional Growth Plan and resulting summative performance level, the following must be initiated by the evaluator to determine the summative performance level. With the educator:

- Collaboratively examine student growth data in conjunction with other evidence including observation, artifacts and other student and teacher information based on classroom, school, school district and state-based tools and practices; etc.
- Collaboratively examine circumstances which may include one or more of the following: Goal setting process including assessment literacy; content and expectations; extent to which standards, curriculum and assessment are aligned; etc.

The evaluator then decides the respective Professional Growth Plan and if the summative performance level is a 2 or 3; or a 3 or 4.

Professional Practice and Professional Responsibility Inquiry Process (PP/PR Inquiry):

To determine an educator's Professional Growth Plan and resulting summative performance level, the following must be initiated by the evaluator to determine the summative performance level. With the educator:

- Reexamine evidence and artifacts and an outside evaluator (Supervisor, VP, other district administrator) may be called in
- Educator has the opportunity to provide additional evidence and/or schedule additional observations with focus on area of need
- Evaluator's supervisor is notified and inter-rater reliability protocols are revisited

The evaluator then decides the respective Professional Growth Plan and if the summative performance level is a 2 or 3; or a 3 or 4.

VI. Aligned Professional Learning

All educators Professional Growth Plans should include aligned professional learning tailored to meet their individual growth needs.

LOCALLY CUSTOMIZED COMPONENTS OF THE MATRIX

District Labels for Levels 1-4

Levels 1-4 are the four differentiated levels of performance on the district's selected rubric. These levels are defined in the Oregon Framework for Teacher and Administrator Evaluation and Support Systems. If a district's collaborative design team chose labels for these levels, such as Distinguished, Proficient, Basic, and Unsatisfactory, then districts may customize the matrix by adding those labels to the Y- and X-axes.

Other Systemic Differentiated Supports

Best practice would include other systemic differentiations in order to support educators in their professional growth; in other words, depending on what Professional Growth Plan an educator is on, other parts of the evaluation and support systems should differ to accommodate an educator's growth needs.

It is highly recommended that additional supports be provided for educators on Directed and Consulting Professional Growth Plans. Additionally, it is important to differentiate supports for educators who are meeting or exceeding standards. Some local customizations could include, but are not limited to:

- Frequency/duration of check-in meetings with evaluator
- For SLG Goals focused plans, additional training may be necessary on how to set strong SLG goals, how to utilize assessment data, how to progress monitor, etc.
- Number of professional growth goals
- Number of observations (for example, more observations and/or longer observations as the level of plan becomes more supported or directed)
- Number of artifacts for performance level substantiation
- Participation in a mentorship program (as a mentor or mentee) or participation in peer observation structures for formative feedback
- Length of or required number of professional goals could change and adapt based on needs, etc.
- Self-reflection practices (self-assessment, reflection, etc.)
- Frequency/medium of aligned professional learning opportunities (as identified via rubric).

Summary of Observations and Artifacts

Professional Educator Name: _____ School: _____

Grade Level(s): _____ Subjects(s): _____

Observation Dates					
Domain	___/___/___	___/___/___	___/___/___	Summary of Informal observation ___/___/___	Artifacts
1. Planning and Preparation					
2. The Learning Environment					
3. Instruction					
4. Professional Responsibilities					
5. Specialist					

Summary of Performance

Domain 1

Domain 2

Domain 3

Domain 4

Domain 5

Focus Strategies

Profession Educator: _____ Probationary: 1: 2: 3: Contract:

School: _____ Date: _____ Supervisor: _____ Time: _____

The Performance Goal set below is connected to an Improvement Cycle:

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

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

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

15: 16: 17: 18: 19: 20: 21: 22: 23:

Determined by: Professional Educator: Supervisor:

District Administrator: SEA Representative:

Strategies to complete the goal:

Ways your supervisor can support the goal:

Proposed evidence of goal success, process and completion:

Professional Educator

Supervisor

Date

Program of Assistance

Professional Educator: _____ Probationary: 1: 2: 3: Contract:

Supervisor: _____ Date: _____ Assignment: _____

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

The Program of Assistance is being implemented after the Focus Strategies (Contract Professional Educators)/ Administrator/Professional Educator Conference (Probationary Professional Educators) assigned on _____ was not effective in improving performance.
(Date)

1. Evidence that the Focus Strategies was not Successful:

2. What are the Possible Reasons why the Focus Strategies was not Successful

Program of Assistance

3. What is/are the Primary Reason(s)?

4. Area of Concern: (1 page for each concern)

Domain(s) _____ Performance Standards(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):

Professional Educator Signature

Date

Association Member

Date

Administrator Signature

Date

District Representative

Date

Appendix



Glossary of Terms

Attendance:

- Does Not Meet Expectation: The professional educator **consistently and repeatedly requests additional time** for absences beyond their accrued benefits regarding issues that concern sick leave, family matters and personal days.
- Basic: The professional educator has developed a **consistent, repeated pattern** of absences regarding issues that concern sick leave, family matters and personal days.
- Effective: The professional educator **works to limit** absences regarding issues that concern sick leave, family matters and personal days.
- Highly Effective: The professional educator **rarely** has absences regarding issues that concern sick leave, family matters and personal days.

Concerns Present:*

A. Based upon observation and artifact evidence a contract professional educator that is functioning at a level that is considered basic in any of the teaching standards.

Exception: If a contract professional educator has a “new teaching assignment” they may be considered basic in one standard based upon this new assignment for the first year of that teaching assignment.

B. Based upon observation and artifact evidence a probationary professional educator that is functioning at a level that “does not meet standard” in any of the teaching standards.

Conference: It is understood that accurately evaluating a professional educator’s performance is much more than observing a professional educator in the learning environment. Information about many of the standards can only be obtained through conversations and conferences with professional educators. Supervisors evaluate information from conferences when completing the Performance Review Form.

Contract Professional Educator: Any professional educator that has completed three successful years as a Probationary professional educator in the Siuslaw School District. Contract professional educators by state law have two-year contract with the district that is up for renewal annually by the school board.

Discipline Issue: Refers to professionalism, ethical behavior and issues that do not refer to specific teaching expectations. If you do not meet expectations in any of the areas under state law, you may also be subject to disciplinary actions up to and including directives, letters of reprimand and/or termination.

Focus Strategies: This is a school based plan developed by the professional educator and building administrator with District and Association involvement. This plan will last approximately 2 to 4 weeks. If successful the professional educator will return to regular professional growth cycle. If unsuccessful the professional educator will then begin the Program of Assistance.

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

Growth Year: The Growth Year is the year when a professional educator is not scheduled to be evaluated on the Summative Evaluation Form. The Growth Year occurs during the first year of a Contract professional educator’s 2 Year Professional Growth Cycle.

Mini Observation: An observation ranging from 10-20 minutes that can be a scheduled or unscheduled learning environment visit by a supervisor that does not include the Performance Review Form. Supervisors are expected and encouraged to be in learning environments frequently. These visits are generally unannounced and data from mini observations will be used to help determine a professional educator's performance. These observations are included in Siuslaw School District Evaluation process and are noted on process schedule in this handbook. The feedback from these observations will be presented to the staff member in a timely manner, by hard copy or electronically, if a concern is noted in the mini-observation that would be utilized in the Summative Evaluation.

New Teaching Assignment: A class or subject the professional educator has not previously taught or has not previously taught for the last five years. This class or subject can be in the professional educator's endorsement area.

No Concerns Present:*

- A. Based upon observation and artifact evidence the professional educator is functioning at a level that is considered effective.
- B. Based upon observation and artifact evidence a probationary professional educator in the first year of the growth cycle functioning at a basic level.
- C. Based upon observation and artifact evidence a probationary professional educator in the 2nd year of the growth cycle functioning in a majority of the teaching standards at an effective level.
- D. Based upon observation and artifact evidence a probationary professional educator in the 3rd year of the growth cycle functioning in all but one of the teaching standards at an effective level.
- E. Based upon observation and artifact evidence a contract professional educator who is basic in two teaching standards, but basic rating is due to new teaching assignment. Basic status must improve in the next growth cycle year.

Non-Renewal: A decision by the administrative team and the school board to not retain (offer a contract for the following school year) a probationary or contract professional educator.

Evaluation Year: An Evaluation Year is a school year where a professional educator is formally observed and evaluated on the Summative Evaluation Form. Every year is an Evaluation Year for Probationary professional educators, and one year out of two is an Evaluation Year for Contract professional educators.

Mid-Year Goal Review Meeting: Collaborative meeting between professional educator and administrator to monitor progress of goals and adjust strategies.

Performance Levels: Performance levels are used throughout this evaluation system. Levels used to rate professional educators on the standards are based on the following scale:

Does Not Meet Standard, Basic, Effective, and Highly Effective It is important to realize that though this system defines how to evaluate professional educators according to standards, determinations about professional educator performance can also be made according to state law, and there are incidents when state law would supersede this evaluation system. The descriptors for the performance levels are as follows:

Does not meet Standard (D) The performance is unacceptable and must improve significantly.

Basic (B) The performance is satisfactory for a probationary professional educator in year one or two of their growth cycle, but there are specific areas that can be improved. The performance is satisfactory for a contract professional educator teaching a new class in the first year of the 'new' assignment.

Effective (E) The performance is strong, and weaknesses are not apparent.

Highly Effective (HE) The professional educator's skills in the Standards area are in the top of their field and can serve as a model and example to other members of the staff. There must be significant evidence for a professional educator to be ranked Highly Effective on a teaching standard.

(Fall) Performance Review: A meeting held with a professional educator and an administrator in which:

- A. The teaching standards for the district will be discussed, and the specific standards which are an issue with that particular professional educator.
- B. The Performance Observation Review form will be presented and explained

Program of Assistance: This is a formal Program of Assistance. This does include formal District and Association involvement. The Plan will last at least 45 days. If the professional educator is successful, the professional educator will return to the regular professional growth cycle. If unsuccessful the professional educator will be recommended for non-renewal. (Teaching responsibilities such as: learning environment management, lesson plans, lesson delivery, etc.)

Formal District Plan: Program of Assistance

Professional Growth Meeting: A meeting between a contract professional educator and that professional educators' supervising administrator to go over that professional educators' goals for the year and to fill out a Siuslaw Student Learning and Professional Growth Form in connection to specific teaching standards adopted by the Siuslaw School District.

Renewal: The offer of a contract to a probationary or contract professional educator to teach in the Siuslaw School District for the following school year.

Siuslaw Student Learning and Professional Growth Plan: Based on the self-assessment and assessment of student data, the professional educator will write at least 2 Student Learning and Growth SMART goals and a Professional Growth goal. The Siuslaw Student Learning and Professional Growth Form will be used, in hard copy or electronic form. This form is completed by the certified staff member and illustrates the professional goals and projected professional activities for each school year. This form is completed at the beginning of each school year, reviewed mid-year with a final review in June.

Standards Overview: A discussion between a contract or probationary professional educator that explains the teaching standards adopted by the Siuslaw School District. This discussion will lead to the professional educator and the administrator determining the focus of professional growth desired for that year's teaching cycle.

Summative (Year-end) Evaluation Meeting: The Summative Evaluation (annual for Probationary Professional educators and every two years for Contract professional educators) is the culminating meeting with the multiple examples of evidence for all areas. The evaluator will assess the professional educator's performance against the standards of Professional Practice and Responsibilities, attainment of student learning goals and Professional growth goals. The professional educator will select the 2 Student Learning goals in the evaluation. The Summative Evaluation Form and the Siuslaw Student Learning and Professional Growth Form will be used, in hard copy or electronic form. For Year 1 contract professional educators, this conference will be a review of the Student Learning and Professional Growth Form.

Termination: A decision by the administrative team and the school board to not retain (offer a contract for the following school year) to a probationary or to end the contract of a contract professional educator based up on ORS 342.865.

Year-end Goal Review Meeting: A year-end meeting to evaluate goal completion for Contract Year 1 professional educators.

* Flow chart terminology

Siuslaw School District 97J

Code: GCN/GDN
Adopted: 2/12/14

Evaluation of Staff

An effective evaluation program is essential to a quality educational program. It is an important tool to determine the current level of a teacher's performance of the teaching responsibilities. It is also an important assessment of classified employees and current performance of their job assignments. Under Board policy, administrators are charged with the responsibility of evaluating the staff. An evaluation program provides a tool for supervisors who are responsible for making decisions about promotion, demotion, contract extension, contract nonextension, contract renewal or nonrenewal, dismissal and discipline.

Licensed Staff

Evaluation of licensed staff shall be conducted to conform with applicable Oregon Revised Statutes and any applicable collective bargaining provisions.

Teachers' evaluations shall be customized based on collaborative efforts and include the core teaching standards adopted by the State Board of Education.

Evaluations must attempt to:

1. Strengthen the knowledge, skills, disposition and classroom practices of teachers;
2. Refine the support, assistance and professional growth opportunities offered to a teacher, based on the needs of the teacher and the needs of the school and district;
3. Allow the teacher to establish a set of classroom practices and student learning objectives that are based on the individual circumstances of the teacher, including classroom and other assignments;
4. Establish a formative growth process for each teacher that supports professional learning and collaboration with other teachers;
5. Use evaluation methods and professional development, support and other activities that are based on curricular standards and are targeted to the needs of the teacher.

Classified Staff

All classified employees will be formally evaluated by their immediate supervisor at least twice during their first year of employment and at least once a year thereafter.

END OF POLICY

Legal Reference(s):

[ORS 243.650](#), [ORS 332.505](#), [ORS 342.850](#), [ORS 342.856](#), [OAR 581-022-1720](#), [OAR 581-022-1723](#), [OAR 581-022-1724](#)

Educator Documentation

Item that you could include...

- *Self Assessment Reflection*
- *Goals/PDU's*
- *Student Learning & Growth Evidence*
- *Observation/Artifacts*
Professional Practice
- *Observation/Artifacts*
Professional Responsibilities
- *Evaluations*