



# Teacher Growth And Evaluation Handbook for Harney County Rural Schools

A Comprehensive System of Growth and Evaluation designed to  
Support Best Practices in Teaching and Learning

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**CERTIFIED JOB DESCRIPTION**

See Harney ESD and/or individual school district Job Description under School Board Policies. In many cases policy GAB.

Harney ESD  
Certified Evaluation Handbook  
for the  
Improvement of Instruction

Improvement of instruction is the basis of teacher evaluation. Evaluation should be a process that is cooperative and continuous, using an approach that is systematic and objective. With a focus on professional growth, the Harney ESD teacher evaluation system will promote the following:

- Excellence in teaching and learning;
- Teacher reflection on instructional practices;
- Collaboration with colleagues;
- Student academic growth;
- Quality professional development;
- Open communication about teaching practices;
- Recognition of strengths;
- Support toward professional growth.

The teacher evaluation system in the Harney ESD is designed around the following domains that encompass effective instruction:

- I. Planning and Preparation
- II. Classroom Environment
- III. Instruction
- IV. Professional Responsibilities  
and;
- V. Student Learning and Growth,  
which is the result of effective instruction.

Each of the domains can be further broken down into additional research-based performance standards that define best practice in the teaching profession. The 18 performance standards are as follows:

- I. Planning and Preparation
  1. Knowledge of Content
  2. Knowledge of Students
  3. Instructional Goal Setting
  4. Lesson Design
  5. Assessment Planning
- II. Classroom Environment
  6. Climate of Respect and Learning
  7. Classroom Procedures and Physical Environment
  8. Managing Student Behavior
- III. Instruction
  9. Lesson Delivery
  10. Feedback to Students
  11. Assessment for Learning
- IV. Professional Responsibilities
  12. Professional Growth
  13. Record Keeping and Communication
  14. Commitment to Instructional Initiatives
- V. Student Learning and Growth
  15. Student Growth on Formative/Summative Assessments
  16. Student Growth on Portfolio Assessments
  17. Student Growth Measured by Performance on Standardized Assessments
  18. Student Growth on Performance Assessments

Though not every performance standard applies to every certified position in Harney ESD, all certified positions are encompassed by the 5 Domains.

**AN OVERVIEW OF THE EVALUATION AND OBSERVATION PROCESS**

The evaluation process includes the following steps:

A. Applicable to all teachers as specified:

1. Fall Goal conference with supervisor (Including a conversation about the teacher’s self-assessment)	1. Required annually for all teachers by October 15.
2. Informal observation(s)	2. Minimum of 2 required for all teachers by February 1.
3. Formal observation(s)	3. Required for probationary teachers annually.  Contract teachers: May be utilized by request of teacher or evaluator.
4. A Written Evaluation & Conference (Including a conversation about the teacher’s self-assessment)	4. Annually for probationary teachers and annually or biannually for contract teachers by last day of the school year.

Probationary Teacher Definition

Probationary teachers are those teachers in their first three years of employment at Harney ESD.

B. Applicable only to those teachers whose performance does not meet the standards set by the district.

Program of Assistance for Improvement; “P.A.I.’s” will be used upon contract teacher non-extensions and/or when a teacher is minimally or not meeting standards as outlined by the evaluation rubric.

C. Frequency of Observations and Evaluations

Probationary teachers: Annual evaluation process based upon at least two observations (and other relevant information developed by the district.) Observations include both informal and formal.

Contract Teachers: Observation process is done at a minimum of twice every year.

D. Evaluation Form

The District provides a prescribed form for teacher evaluation.

### A Timeline for the Evaluation Process and Improvement of Instruction Guide

	<b>Probationary Teachers</b>	<b>Contract Teachers</b>
<b>August/September</b>	<ul style="list-style-type: none"> <li>❖ Sign Job Description</li> <li>❖ Teacher In-Service of Evaluation and Supervision Process</li> <li>❖ Pre-Evaluation Interview – Goal Setting</li> <li>❖ Goal Writing – Professional Growth Plan</li> <li>❖ Informal visits and formal observations begin</li> </ul>	<ul style="list-style-type: none"> <li>❖ Sign Job Description</li> <li>❖ Teacher In-Service of Evaluation and Supervision Process</li> <li>❖ Pre-Evaluation Interview – Goal Setting</li> <li>❖ Goal Writing – Professional Growth Plan</li> <li>❖ Informal visits and formal observations begin</li> </ul>
<b>September</b>	<ul style="list-style-type: none"> <li>❖ Pre-Evaluation Interview – Goal Setting</li> <li>❖ Goal Writing – Professional Growth Plan</li> <li>❖ Informal visits and formal observations begin</li> </ul>	<ul style="list-style-type: none"> <li>❖ Pre-Evaluation Interview – Goal Setting</li> <li>❖ Goal Writing – Professional Growth Plan</li> <li>❖ Informal visits and formal observations begin</li> </ul>
<b>October</b>	<ul style="list-style-type: none"> <li>❖ Pre-Evaluation Interview – Goal Setting</li> <li>❖ Goal Writing – Professional Growth Plan</li> <li>❖ *Submit written goals – (October 15)</li> <li>❖ Informal visits and formal observations</li> </ul>	<ul style="list-style-type: none"> <li>❖ Pre-Evaluation Interview – Goal Setting</li> <li>❖ Goal Writing – Professional Growth Plan</li> <li>❖ *Submit written goals – (October 15)</li> <li>❖ Informal visits and formal observations</li> </ul>
<b>November</b>	<ul style="list-style-type: none"> <li>❖ Informal visits and formal observations</li> </ul>	<ul style="list-style-type: none"> <li>❖ Informal visits and formal observations</li> </ul>
<b>December/January</b>	<ul style="list-style-type: none"> <li>❖ Check progress on goals</li> <li>❖ Informal visits and formal observations</li> </ul>	<ul style="list-style-type: none"> <li>❖ Check progress on goals</li> <li>❖ Informal visits and formal observations</li> </ul>
<b>February</b>	<ul style="list-style-type: none"> <li>❖ Informal visits and formal observations</li> </ul>	<ul style="list-style-type: none"> <li>❖ Informal visits and formal observations</li> </ul>
<b>March</b>	<ul style="list-style-type: none"> <li>❖ Board action on renewal/extension</li> <li>❖ *Notification of Employment – March 15</li> </ul>	<ul style="list-style-type: none"> <li>❖ Board action on renewal/extension</li> <li>❖ *Notification of Employment – March 15</li> </ul>
<b>April/May/June</b>	<ul style="list-style-type: none"> <li>❖ Check progress on goals</li> <li>❖ Informal visits and formal observations</li> <li>❖ Conference concerning final evaluation report(s)</li> <li>❖ *Final Evaluation Report - (no later than the last day of school year)</li> <li>❖ Informal visits and formal observations</li> <li>❖ Final goals assessment concluded (planning new goals)</li> </ul>	<ul style="list-style-type: none"> <li>❖ Check progress on goals</li> <li>❖ Informal visits and formal observations</li> <li>❖ Conference concerning final evaluation report(s)</li> <li>❖ *Final Evaluation Report – (no later than last day of the school year)</li> <li>❖ Informal visits and formal observations</li> <li>❖ Final goals assessment concluded (planning new goals)</li> </ul>

A program of Assistance for Improvement may be initiated at any point of Evaluation/Supervision process.

\* Indicates deadline



### **GOAL SETTING**

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

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

#### **Types of Measures for Student Learning and Growth for Teacher Evaluations**

Category	Types of Measures (aligned to standards)	Examples include, but are not limited to:
1	State or national standardized tests N/A for 2014-15	Oregon Assessment of Knowledge and Skills (OAKS), SMARTER Balanced (when adopted), English Language Proficiency Assessment (ELPA), Extended Assessments
2	Common national, international, regional, district-developed measures	ACT, PLAN, EXPLORE, AP, IB, DIBELS, easyCBM, C-PAS, other national measures; or common assessments approved by the district or state as valid, reliable and able to be scored comparably across schools or classrooms

*From the Oregon Framework for Teacher and Administrator Evaluation and Support Systems, July 2012*

## INFORMAL OBSERVATION

Informal observations may take place throughout the school year. Following are suggestions for making the informal visits helpful and meaningful.

- Observations may be at different times of the day.
- Observation may be by the supervisor dropping in as well as by teacher invitation.
- Exchange of feedback (verbal and/or written) should occur as soon as is practical after the observation.
- A written observation report or informal observation record will be completed when deemed appropriate by the supervisor or informal observation record.
- Observation can occur during any phase of the teacher’s duties – in the classroom; while supervising students in the hallway or playground; in meetings with parents or staff, etc.

## FORMAL OBSERVATION PROCESS

### I. Pre-Conference\*

The supervisor and teacher meet to discuss items of mutual interest concerning the observation. The data collection to be used during the observation will be identified and mutually understood by the supervisor and teacher.

\* May be waived by mutual consent of teacher and supervisor.

### II. Observation

During the classroom observation, the supervisor will collect specific data based on the following 3 Domains and 11 Standards where applicable .

#### I. Planning and Preparation

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

#### II. Classroom Environment

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

#### III. Instruction

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

The length of observation will be no less than 20 minutes of an instructional period or meeting.

### III. Reflection Sheet

This format is intended to be available to use and be completed by the teacher being observed. The post-observation conference will focus on the data collected by the administrator and the input from the teacher regarding the items on the Reflection Sheet.

IV. Reflection Conference

As soon as is practical after the observation, a conference will be scheduled. The supervisor and teacher will discuss the data. From this evidence, areas of reinforcement and /or improvement could be established. The date and time of the next observation may be set. A written observation report will be completed.

**PLAN OF ASSISTANCE FOR IMPROVEMENT**

Harney ESD  
Teacher Evaluation Standards  
and  
Scoring Rubric

## Harney ESD Teacher Performance Standards

<b>Domain I: Planning &amp; Preparation</b>
<b>Standard 1: Knowledge of Content (Correlates with InTASC Standards 4, 5 &amp; 7)</b>
1.1 Shows an effective command of the subject to guide student learning.
1.2 Uses effective instructional resources, including technology, to communicate content knowledge.
1.3 Takes an active role in adopting new content standards and frameworks to their teaching.
<b>Standard 2: Knowledge of Students (Correlates with InTASC Standards 1, 2 &amp; 7)</b>
2.1 Builds upon students' knowledge and experience.
2.2 Uses school and district resources to support and advocate for student needs.
2.3 Recognizes and addresses students' learning styles.
<b>Standard 3: Instructional Goal Setting (Correlates with InTASC Standards 1, 2 &amp; 7)</b>
3.1 Selects appropriate instructional goals based upon national, state, and local standards.
3.2 Selects goals that are measurable and states them in terms of student learning.
3.3 Selects goals appropriate for students.
<b>Standard 4: Lesson Design (Correlates with InTASC Standards 1, 4 &amp; 7)</b>
4.1 Designs coherent instruction that reflects research-based best practice.
4.2 Designs instruction that promotes critical thinking and problem solving.
4.3 Ensures that the curriculum is relevant to student needs.
4.4 Adheres to approved Scope and Sequence of subject matter.
<b>Standard 5: Assessment Planning (Correlates with InTASC Standards 4 &amp; 6)</b>
5.1 Is familiar with content area, school, district, and state assessment methods and options.
5.2 Uses assessments that are congruent with instructional goals.
5.3 Develops and uses a variety of formative and summative assessment tools and information for planning, instruction, feedback, and reflection.
<b>Domain II: Classroom Environment</b>
<b>Standard 6: Climate of Respect and Learning (Correlates with InTASC Standards 2, 3, 5 &amp; 6)</b>
6.1 Creates an environment that promotes equity, respect, and positive interpersonal interactions.
6.2 Interactions are appropriate to developmental and cultural norms.
6.3 High expectations for student success, quality work, and student achievement.
6.4 Students are actively engaged.
<b>Standard 7: Classroom Procedures and Physical Environment (Correlates with InTASC Standards 3 &amp; 4)</b>
7.1 Develops and employs classroom procedures that promote student learning and facilitate positive classroom interaction consistent with building and district programs.
7.2 Designs a safe and accessible classroom environment for all students.
7.3 Facilitates smooth transitions with little loss of instructional time.
7.4 Ensures all students have access to materials, technology, and necessary resources.
<b>Standard 8: Managing Student Behavior (Correlates with InTASC Standard 3)</b>
8.1 Clearly communicates and enforces classroom and school expectations.
8.2 Addresses inappropriate behavior consistently and appropriately.
8.3 Proactively addresses student behavior.

<b>Domain III: Instruction</b>
<b>Standard 9: Lesson Delivery (Correlates with InTASC Standards 2, 4, 5, 7 &amp; 8)</b>
9.1 Exhibits lesson delivery that is clear, reflects appropriate pacing, and uses a variety of effective teaching strategies.
9.2 Activates students' prior knowledge.
9.3 Differentiates instruction to meet the needs of diverse learners.
9.4 Uses a variety of questioning and discussion techniques that elicit student reflection and higher order thinking.
<b>Standard 10: Feedback to Students (Correlates with InTASC Standards 6 &amp; 8)</b>
10.1 Demonstrates ability to listen to students and responds appropriately.
10.2 Provides constructive feedback that facilitates learning and academic growth.
10.3 Provides constructive feedback that is consistent, ongoing, timely and in a variety of forms.
<b>Standard 11: Assessment for Learning (Correlates with InTASC Standards 6, 7 &amp; 9)</b>
11.1 Uses assessment data to prepare for individual and group instruction, including re-teaching when necessary.
11.2 Uses formative assessment during classroom instruction to facilitate student learning.
11.3 Demonstrates the ability to use summative assessments to guide and inform instruction through the collection, maintenance, and analysis of classroom, district, and state assessments.
<b>Domain IV: Professional Responsibilities</b>
<b>Standard 12: Professional Growth (Correlates with InTASC Standards 4, 6, 9 &amp; 10)</b>
12.1 Actively participates in professional development opportunities relevant to teaching assignment.
12.2 Actively engages in meaningful goal setting.
12.3 Pursues professional growth through reflection, self-assessment, learning, and knowledge of best practices.
<b>Standard 13: Record Keeping and Communication (Correlates with InTASC Standards 3, 6, 7, 9 &amp; 10)</b>
13.1 Carries out duties as assigned.
13.2 Maintains accurate records according to district and building protocols.
13.3 Knows and adheres to district job description and standards of performance including Competent and Ethical Educator Standards.
13.4 Maintains appropriate confidentiality.
13.5 Communicates effectively and respectfully with all stakeholders: students, parents, colleagues and supervisor.
13.6 Facilitates meetings effectively.
13.7 Effectively and appropriately collaborates with colleagues and other professionals.
<b>Standard 14: Commitment to Instructional Initiatives (Correlates with InTASC Standards 9 &amp; 10)</b>
14.1 Is aware of, and supports, building and district instructional priorities.
14.2 Knows and actively participates in building and district instructional initiatives.
<b>Domain V: Student Learning and Growth</b>
<b>Standard 15: Student Growth on Formative/Summative Assessments (Correlates with InTASC Standard 6)</b>
15.1 Is aware of student academic growth.
15.2. Can show proof of student growth.
<b>Standard 16 Student Growth on Portfolio Assessments (Correlates with InTASC Standard 6)</b>
16.1 Maintains a comprehensive portfolio of student work.
16.2. Uses a proficiency based rubric to score student work.
<b>Standard 17: Student Growth Measured by Performance on Standardized Assessments (Correlates with InTASC Standard 6)</b>
17.1 Administers/utilizes appropriate standardized assessments adhering to professional guidelines.
17.2. Designs and delivers instruction based on content standards to prepare students for standardized assessments.
<b>Standard 18: Student Growth on Performance Assessments (Correlates with InTASC Standard 6)</b>
18.1 Maintains appropriate records to document student growth.
18.2. Uses an appropriate proficiency based rubric to assess student growth.

**Standard 1: Knowledge of Content**  
**Domain I: Planning and Preparation**

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**Guiding Questions:**

- \*Does the teacher show an effective command of the subject to guide student learning?
- \*Does the teacher use effective instructional resources, including technology, to communicate content knowledge?
- \*Does the teacher take an active role in adopting new content standards and frameworks to teaching?

<i>Unsatisfactory</i>	<i>In Progress</i>	<i>Effective</i>	<i>Highly Effective</i>
The teacher does not have a command of the subject. There are many student misconceptions about content material covered. Very few resources are used to communicate content knowledge. The content taught is seldom related to national, state, or district standards. The teacher is unaware or has little knowledge of content standards.	The teacher has a <b>satisfactory</b> command of subject knowledge. Adequate resources are used to communicate content knowledge, and the content taught is sometimes related to national, state, or district standards. The teacher is aware of <b>some</b> content standards and uses them to guide instruction.	The teacher has a strong command of the subject. Resources are used to communicate content knowledge, and the content taught can easily be related to national, state, or district standards. The teacher has <b>strong</b> content knowledge and uses that knowledge to guide instruction.	High levels of intrinsic motivation mark authentic learning. <b>Extensive</b> resources are used to communicate content knowledge, and the content taught can easily be related to national, state, or district standards. The teacher has <b>deep</b> content knowledge and uses that knowledge to guide instruction.

**Possible evidence to look for:**

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

The following definitions are used as a guide to evaluate teacher’s performance. **Unsatisfactory (U)**: The performance is unacceptable and must improve significantly. **In Progress (IP)**: The performance is satisfactory, but there are specific areas that can be improved. **Effective (E)**: The performance is strong, and there are minimal weaknesses. **Highly Effective (HE)**: The teacher’s skills in this content area are in the top 10% 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 Exemplary on a teaching standard.



**Standard 2: Knowledge of Students**  
**Domain I: Planning and Preparation**

**Guiding Questions:**

- \*Does the teacher build upon students’ knowledge and experience?
- \*Does the teacher use school and district resources to support and advocate for student needs?
- \*Does the teacher recognize and address students’ learning styles?

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

**Possible evidence to look for:**

- The teacher has participated in professional development opportunities related to, cultural competency, understanding poverty, or other workshops to understand student backgrounds, cultural, and learning styles.
- The teacher demonstrates understanding and knowledge of a variety of learning styles and prepares the appropriate strategies.
- The teacher adjusts and modifies lessons based upon the learning styles and cultural needs of all students.

### Standard 3: Instructional Goal Setting

#### Domain I: Planning and Preparation

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#### Guiding Questions:

- \*Does the teacher select appropriate instructional goals based upon national, state and local standards?
- \*Does the teacher select goals that are measurable and state them in terms of student learning?
- \*Does the teacher select goals appropriate for students?

<i>Unsatisfactory</i>	<i>In Progress</i>	<i>Effective</i>	<i>Highly Effective</i>
The teacher has <b>minimal</b> knowledge of state content standards. Lesson plans are <b>minimal</b> . Goals that are developed are not stated in terms of student learning, and are difficult to measure. <b>Few</b> goals are designed for students with different learning styles or cultural backgrounds.	The teacher has <b>adequate</b> knowledge of state content standards. Lesson plans sometimes include instructional goals that cannot be easily measured. The teacher has limited goals for students with different learning styles or cultural backgrounds.	The teacher has definite knowledge of state content standards. Lesson plans include daily learning goals/objectives. Instructional goals are stated in terms of student learning. Students are encouraged to be a part of the goal setting process. The teacher monitors goals they have set and adjusts them based upon student learning.	The teacher has an <b>expert</b> knowledge of state content standards. Lesson plans are <b>detailed</b> and include daily learning goals/objectives. Instructional goals are stated in terms of student learning and <b>can be measured</b> . The teacher is able to set goals for students with different learning styles or cultural backgrounds and use those goals to guide instruction. The teacher <b>consistently</b> monitors goals they have set and <b>adjusts</b> them based upon student learning.

#### Possible evidence to look for:

- The teacher is familiar with national, state, district, and school content standards and uses those standards in planning.
- The teacher has set learning goals for students that can be measured.
- 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 classroom for students to see and understand.
- Standards, goals and learning objectives are communicated with stakeholders.

**Standard 4: Lesson Design**  
**Domain I: Planning and Preparation**

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**Guiding Questions:**

- \*Does the teacher design coherent instruction that reflects research-based best practices?
- \*Does the teacher design instruction that promotes critical thinking and problem solving?
- \*Does the teacher ensure that the curriculum is relevant to student needs?
- \*Does the teacher adhere to the approved scope and sequence of the subject matter?

<i>Unsatisfactory</i>	<i>In Progress</i>	<i>Effective</i>	<i>Highly Effective</i>
The teacher’s long-range instructional plans are <b>very limited</b> . Lessons are not thoughtful, relevant, and engaging for students. The plans that have been developed tend to be only for the near future and are <b>limited to activities</b> rather than outcomes that can be measured or able to <b>authentically</b> engage students in relevant and meaningful school work.	The teacher has developed long-range instructional plans and has a system for lesson design that promotes critical thinking and problem-solving. The curriculum design is <b>somewhat</b> relevant to student needs and is <b>occasionally</b> focused on measurable outcomes. The teacher <b>sometimes</b> uses appropriate resources beyond the textbook.	The designed lessons have articulated long range and short term outcomes that are <b>almost always</b> focused on student learning. The lesson design reflects research-based best practices, critical thinking, problem-solving, and project-based learning. The planned lesson is <b>almost always</b> relevant to student needs and interests and is adjusted as the learning progresses throughout the year, so that it <b>almost always</b> current, relevant, and engaging. The teacher uses resources beyond the textbook to enhance instruction.	The designed lesson has articulated long range and short term outcomes that are <b>always</b> focused on student learning. The lesson design reflects research-based best practices, promotes critical thinking, problem-solving and project-based learning. The planned lesson is <b>highly</b> relevant to student needs and interests and is adjusted as the learning progresses throughout the year, so that it is <b>always</b> current, relevant, and engaging. The teacher uses resources beyond the textbook to enhance instruction.

**Possible evidence to look for:**

- Year-long, unit, and weekly lesson plans are detailed, age appropriate, and relevant to student needs and interests.
- The teacher has a variety of learning options planned so students have several ways and opportunities to demonstrate learning.
- The teacher is familiar with best practices research and applies it to lesson design.

**Standard 5: Assessment Planning**  
**Domain I: Planning and Preparation**

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**Guiding Questions:**

- \*Is the teacher familiar with the content area and with school, district and state assessment methods and options?
- \*Does the teacher use assessments that are congruent with instructional goals?
- \*Does the teacher develop and use a variety of formative and summative assessment tools and information for planning instruction, feedback and reflection?

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

**Possible evidence to look for:**

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

**Standard 6: Climate of Respect and Learning**  
**Domain II: Classroom Environment**

**Guiding Questions:**

- \*Does the teacher create an environment that promotes equity, respect and positive interpersonal interactions?
- \*Are the teacher’s interactions with students appropriate to developmental and cultural norms?
- \*Does the teacher have high expectations for student success, quality work and student achievement?
- \*Are students actively engaged?

<i>Unsatisfactory</i>	<i>In Progress</i>	<i>Effective</i>	<i>Highly Effective</i>
<p>The teacher <b>has not been able</b> to create a classroom environment that promotes equity, respect, and positive interactions. <b>Inappropriate interactions</b> between students are <b>common</b>. The teacher <b>does not have</b> high expectations for student success, quality work, or achievement. Passive, retreating, or rebellious actions mark student behavior. Students are <b>occasionally</b> engaged and demonstrating learning.</p>	<p>The teacher has created an environment that <b>sometimes</b> supports equity, respect, and positive interactions. Student to student interactions are <b>sometimes</b> positive and appropriate to cultural norms. There are expectations for student success, quality work, and achievement, but those expectations only <b>sometimes</b> result in student engagement and learning. Students are engaged and <b>sometimes</b> demonstrate learning and achievement in a variety of ways.</p>	<p>The teacher has created an environment that <b>typically</b> promotes equity, respect, and positive interactions. Student to student interactions are <b>frequently</b> positive and appropriate to cultural norms. There are <b>appropriate</b> expectations for student success, quality work, and achievement. Student engagement and learning is <b>frequently</b> evident and demonstrated in a variety of ways.</p>	<p>The teacher has created an environment that <b>strongly</b> promotes equity, respect and positive interactions. Student to student interactions are <b>consistently</b> positive and appropriate to cultural norms. There are <b>high</b> expectations for student success, quality work, and achievement. Student engagement and authentic learning are <b>consistently</b> evident and is demonstrated in a variety of ways.</p>

**Possible evidence to look for:**

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

**Standard 7: Classroom Procedures and Physical Environment**

**Domain II: Classroom Environment**

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**Guiding Questions:**

- \*Does the teacher develop and employ classroom procedures that promote student learning and facilitate positive classroom interaction consistent with building and district programs?
- \*Does the teacher design a safe and accessible classroom environment for all students?
- \*Does the teacher facilitate smooth transitions with little loss of instructional time?
- \*Does the teacher ensure all students have access to materials, technology and necessary resources?

<i><b>Unsatisfactory</b></i>	<i><b>In Progress</b></i>	<i><b>Effective</b></i>	<i><b>Highly Effective</b></i>
The teacher does not have a clear system to manage classroom procedures; as a result, student learning is compromised. The classroom environment is not always safe and accessible for all. There is loss of instructional time during transitions and students do not have consistent access to the materials they need to be successful.	The teacher has a fairly clear system to manage classroom procedures; as a result, student learning is sometimes supported. Most of the time the classroom environment is 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.	The teacher has developed an effective and efficient system to manage classroom procedures; as a result, student learning is frequently supported. The classroom environment is safe and accessible for all. There is little loss of instructional time during transitions and students have consistent access to materials they need to be successful.	The teacher has developed an extremely effective and efficient system to manage classroom procedures; as a result, student learning is consistently supported. The classroom environment is safe and accessible for all. There is no loss of instructional time during transitions and students have high access to the materials they need to be successful.

**Possible evidence to look for:**

- Classroom is organized and welcoming.
- Transitions are smooth and maximize instruction.
- The teacher has a clear and articulated system for managing all classroom procedures.
- Students know, understand, and can explain classroom procedure to others.
- Classroom displays are appropriate and relevant to teaching assignment.

**Standard 8: Managing Student Behavior**

**Domain II: Classroom Environment**

**Guiding Questions:**

- \*Does the teacher clearly communicate and enforce classroom and school expectations?
- \*Does the teacher address inappropriate behavior consistently and appropriately?
- \*Does the teacher proactively address student behavior?

<i><b>Unsatisfactory</b></i>	<i><b>In Progress</b></i>	<i><b>Effective</b></i>	<i><b>Highly Effective</b></i>
The teacher <b>does not have</b> a clear system of classroom expectations and <b>does not clearly</b> communicate or enforce classroom and school expectations. As a result, inappropriate student behavior occurs on a regular basis. The teacher is reactionary – <b>usually reacting</b> to negative behavior rather than preventing it in a positive way.	The teacher has developed classroom expectations that are sometimes effective. Classroom and school expectations are communicated and enforced on a regular basis; however, student behavior is appropriate only some of the time. The teacher is <b>sometimes</b> proactive, and is not able to prevent negative behavior through monitoring, pre-teaching, reminders and positive reinforcement.	The teacher has developed classroom expectations that are frequently effective. Classroom and school expectations are frequently communicated and enforced. The teacher is involved in supporting positive behavior beyond the classroom. Student behavior is <b>usually</b> appropriate. The teacher is frequently proactive and able to prevent negative behavior through monitoring, pre-teaching, reminders, and positive reinforcement.	The teacher has developed consistently <b>effective</b> classroom expectations. Classroom and school expectations are consistently communicated and enforced. The teacher is involved in supporting positive behavior beyond the classroom. Student behavior is <b>almost always</b> appropriate. The teacher is <b>consistently</b> proactive, and is able to prevent negative behavior through monitoring, pre-teaching, reminders, positive reinforcement and a host of other strategies.

**Possible evidence to look for:**

- The teacher is familiar with, and uses, effective behavior strategies to maintain positive behavior in the classroom.
- Students are well-behaved, treat one another with respect, and follow directions.
- Classroom expectations are posted, regularly taught, re-taught and reinforced.
- Students demonstrate awareness of the classroom and school expectations.

## Standard 9: Lesson Delivery

### Domain III: Instruction

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#### Guiding Questions:

\*Does the teacher exhibit clear lesson delivery, reflect appropriate pacing and use a variety of effective teaching strategies?

\*Does the teacher activate students' prior knowledge?

\*Does the teacher differentiated to meet the needs of diverse learners?

\*Does the use a variety of questioning and discussion techniques to elicit student reflection and higher order thinking?

<i>Unsatisfactory</i>	<i>In Progress</i>	<i>Effective</i>	<i>Highly Effective</i>
The teacher's lesson is <b>unclear</b> or difficult to understand. The teacher is <b>unaware</b> of the need and importance of activating students' prior knowledge. There is <b>little evidence</b> of higher level thinking or problem-solving. The teacher <b>occasionally</b> uses effective questioning techniques and rarely differentiates instruction to meet the needs of students. Students are occasionally engaged in learning.	Sometimes the teacher's lesson is clear and easy to understand. The teacher only sometimes applies strategies to access students' prior knowledge. There is <b>some</b> evidence of higher level thinking and problem-solving. The teacher uses <b>some</b> effective questioning techniques, and sometimes differentiates instruction to meet the needs of students. Students are engaged in learning <b>some</b> of the time.	The teacher's lesson is clear and easy to understand. The teacher frequently activates students' prior knowledge. Higher level thinking and problem-solving <b>frequently</b> occur. The teacher frequently uses effective questioning techniques and differentiates instruction to meet the need of students. Active engagement and student ownership <b>are evident</b> in the classroom.	The teacher's lesson is clear and easy to understand. The teacher consistently activates students' prior knowledge. Higher level thinking and problem-solving consistently occur. The teacher consistently uses a variety of questioning techniques and strategies, to differentiate instruction to meet the needs of all students. High levels of active engagement and student ownership are <b>consistently</b> evident in the classroom.

#### Possible evidence to look for:

- Students are actively engaged in learning.
- The teacher is organized, knows the required learning targets, and effectively communicates objectives to students.
- Students are able to communicate learning targets and objectives are clear to the students.
- The teacher uses questioning strategies throughout lesson delivery.
- Instructional delivery is differentiated to meet the learning needs of all students.
- A variety of strategies, (i.e. technology, cooperative learning, use of art, service learning) are used to deliver instruction.



**Standard 10: Feedback to Students**

**Domain III: Instruction**

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**Guiding Questions:**

- \*Does the teacher demonstrate the ability to listen to students and respond appropriately?
- \*Does the teacher provide constructive feedback that facilitates learning and academic growth?
- \*Does the teacher provide constructive feedback that is consistent, ongoing, timely and in a variety of forms?

<i><b>Unsatisfactory</b></i>	<i><b>In Progress</b></i>	<i><b>Effective</b></i>	<i><b>Highly Effective</b></i>
Teacher feedback provided to students is not respectful, not constructive, and/or does not motivate students to improve their academic or behavior performance. Appropriate feedback techniques are not used.	Teacher feedback provided to students is sometimes respectful, and/or motivate students to improve their academic and behavior. Appropriate feedback techniques are sometimes used.	Teacher feedback provided to students is usually respectful, constructive and motivates students to improve their academic or behavior performance. Appropriate feedback techniques are used.	Teacher feedback provided to students is consistently respectful, constructive and motivates students to improve their academic or behavior performance. Appropriate feedback techniques are used.

**Possible evidence to look for:**

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

**Standard 11: Assessment for Learning**

**Domain III: Instruction**

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**Guiding Questions:**

\*Does the teacher use assessment data to prepare for individual and group instruction, including re-teaching when necessary?

\*Does the teacher use formative assessments during classroom instruction to facilitate student learning?

\*Does the teacher demonstrate the ability to use summative assessments to guide and inform instruction through the collection, maintenance and analysis of classroom, district and state assessments?

<i>Unsatisfactory</i>	<i>In Progress</i>	<i>Effective</i>	<i>Highly Effective</i>
Assessment data is not used to guide instruction. The teacher is unfamiliar with how assessments can be used to inform instruction; as a result, the instruction delivered is frequently irrelevant.	Assessment data is sometimes used to inform instruction. The teacher is not sure when to use formative assessments and when to use summative assessments. The teacher does not have a clear system of tracking assessments, and therefore does not accurately know the performance level of students.	Assessment data is used to inform instruction; as a result the instruction is relevant and engaging for most students. Students are somewhat familiar with their own assessment data and have ownership over their learning. The teacher effectively tracks assessments and accurately addresses the performance levels of most of her students. Knowledge and practice of assessments beyond the district and state options are usually present.	Assessment data is used to inform instruction; as a result the instruction is relevant and engaging for all students. Students are familiar with their own assessment data and have ownership over their learning. The teacher has an effective and clear system of tracking assessments and accurately addresses the performance levels of her students. Deep knowledge and practice of assessments beyond the district and state options are clearly present.

**Possible evidence to look for:**

- The teacher can describe how assessment is used prior to, during, and after instruction.
- The teacher knows the difference and distinct uses of formative and summative assessments.
- The teacher maintains detailed assessment data and records of student performance.

**Standard 12: Professional Growth**  
**Domain IV: Professional Responsibilities**

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**Guiding Questions:**

\*Does the teacher actively participate in professional development opportunities relevant to his or her teaching assignment?

\*Does the teacher actively engage in meaningful goal setting?

\*Does the teacher pursue professional growth through reflection, self-assessment, learning and knowledge of best practices?

<i>Unsatisfactory</i>	<i>In Progress</i>	<i>Effective</i>	<i>Highly Effective</i>
The teacher does not take advantage of professional development opportunities when they arise. The teacher <b>does not engage</b> in meaningful goal setting. The teacher has <b>little knowledge</b> about best practices.	The teacher <b>sometimes</b> takes advantage of professional development opportunities when they arise. The teacher <b>sometimes</b> engages in meaningful goal setting. The teacher is <b>somewhat</b> knowledgeable about best practices.	The teacher <b>frequently</b> takes advantage of professional development opportunities when they arise. The teacher engages in <b>meaningful</b> goal setting. The teacher is knowledgeable about best practices.	The teacher <b>consistently</b> takes advantage of professional development opportunities when they arise. In addition, the teacher demonstrates leadership by taking on various leadership roles relevant to the profession. The teacher engages in <b>meaningful goal setting</b> . The teacher is <b>extremely</b> knowledgeable about best practices.

**Possible evidence to look for:**

- The teacher can describe best practices when it comes to instruction.
- The teacher pursues professional growth opportunities and applies the learning.
- The teacher displays the qualities of a learner that include the habits of reading, writing, reflection, and sharing with others.
- The teacher is seeking to improve performance through professional growth opportunities.

**Standard 13: Record Keeping and Communication**

**Domain IV: Professional Responsibilities**

**Guiding Questions:**

- \*Does the teacher carry out assigned duties?
- \*Does the teacher maintain accurate records according to district and building protocols?
- \*Does the teacher know and adhere to the district job description and standards of performance including the Competent and Ethical Educator Standards?
- \*Does the teacher maintain appropriate confidentiality?
- \*Does the teacher communicate effectively and respectfully with all stakeholders: students, parents, colleagues and supervisor?
- \*Does the teacher facilitate meetings effectively?
- \*Does the teacher effectively and appropriately collaborate with colleagues and other professionals?

<i>Unsatisfactory</i>	<i>In Progress</i>	<i>Effective</i>	<i>Highly Effective</i>
The teacher <b>struggles</b> to follow directions and carry out assigned duties. The teacher needs <b>constant</b> reminders to turn in paperwork and complete required reports. The teacher’s record-keeping is <b>not accurate</b> or complete, and has trouble explaining it to others. The teacher is frequently <b>not available</b> to others and <b>does not return</b> phone communications consistently. At times the teacher <b>does not respond</b> in a professional manner. The teacher does not effectively communicate with stakeholders. The teacher does not effectively collaborate. The teacher does not effectively facilitate necessary meetings.	The teacher carries out most duties as assigned, maintains accurate records but sometimes needs reminders to complete necessary paperwork or reports. The teacher responds professionally most of the time and is available to others when needed. The teacher sometimes returns communications in a timely manner. The teacher sometimes effectively communicates with stakeholders. The teacher sometimes collaborates effectively. The teacher sometimes effectively facilitates necessary meetings.	The teacher carries out all duties as assigned, maintains accurate and organized records and completes necessary paperwork or reports. The teacher responds professionally in <b>most</b> situations and is available to others when needed. The teacher returns communications in a timely manner. The teacher frequently initiates communication with stakeholders. The teacher frequently communicates effectively with stakeholders. The teacher frequently collaborates effectively. The teacher frequently effectively facilitates necessary meetings.	The teacher carries out all duties as assigned, maintains accurate and organized records and completes necessary paperwork or reports. The teacher responds professionally in <b>all</b> situations and is available to others when needed. The teacher returns phone calls and e-mails in a timely manner. The teacher frequently initiates communication with stakeholders. The teacher consistently communicates effectively with stakeholders. The teacher consistently collaborates effectively. The teacher consistently effectively facilitates necessary meetings.

**Possible evidence to look for:**

- The teacher can be counted on to complete all required duties, reports, paperwork and grades.
- The teacher’s record-keeping system is clear, organized, up-to-date, and easy to understand.
- The teacher makes an effort to be available and returns communications in a timely manner.
- The teacher initiates communication with stakeholders.
- The teacher is an effective facilitator and is able to develop meetings, agendas, adjourn meetings on time, and develops action steps.
- The teacher has a high value for collaboration and frequently is involved in projects and activities that require collaboration.
- The teacher has a high value for positive relationships and does not engage in rumors or gossip.

**Standard 14: Commitment to Instructional Initiatives**

**Domain IV: Professional Responsibilities**

**Guiding Questions:**

\*Is the teacher aware of and does the teacher support building and district instructional priorities?

\*Does the teacher know and actively participate in building and district instructional initiatives?

<i>Unsatisfactory</i>	<i>In Progress</i>	<i>Effective</i>	<i>Highly Effective</i>
The teacher <b>is not aware</b> of building or district instructional initiatives and <b>rarely directs</b> effort toward learning about the initiatives or altering practices to change in the direction of the building or district. The teacher <b>does not implement</b> strategies toward the building and district instructional initiatives. The teacher has demonstrated by action and unwillingness to change, learn, or grow as a professional.	The teacher is <b>sometimes</b> aware of building and district instructional initiatives and directs <b>some</b> effort toward learning about the initiatives. The teacher sometimes alters practice to implement building and district instructional initiatives. The teacher sometimes demonstrates a willingness to change, learn, and grow as a professional.	The teacher is aware of building and district instructional initiatives and directs <b>significant</b> effort toward learning about the initiatives. The teacher is <b>frequently</b> alters practices in order to change toward the building or district instructional initiatives. The teacher <b>demonstrates</b> a willingness to change, learn, and grow as a professional.	The teacher is aware of building and district instructional initiatives and directs <b>significant</b> effort toward learning about the initiatives. Not only does the teacher alter practice in order to change but is <b>usually</b> a leader in helping others to embrace the change process toward the building or district instructional initiatives. The teacher demonstrates a willingness to change, learn, and grow as a professional, but is also able and <b>willing to lead others</b> .

**Possible evidence to look for:**

- The teacher supports building and district instructional priorities through increased knowledge and a change in teaching practices.
- The teacher is able to inspire others to adopt and support building and district instructional initiatives.
- The teacher is thorough, thoughtful, and able to incorporate instructional initiatives.

**Standard 15: Student Growth on Formative/Summative Assessments**  
**Domain V: Student Learning and Growth**

**Guiding Questions:**

- \* Is the teacher aware of student academic growth?
- \* Can the teacher show proof of student growth?

<b><i>Unsatisfactory</i></b>	<b><i>In Progress</i></b>	<b><i>Effective</i></b>	<b><i>Highly Effective</i></b>
<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

Updated as per Oregon Department of Education guidance:

<http://www.ode.state.or.us/wma/teachlearn/educatoreffectiveness/slbg-guidance.doc>

**Possible evidence to look for:**

- Student scores/data from summative, formative, pretests, posttests, etc.

**Standard 16: Student Growth on Portfolio Assessments**  
**Domain V: Student Learning and Growth**

**Guiding Questions:**

- \* Does the teacher maintain a comprehensive portfolio of student work?
- \* Does the teacher use a proficiency based rubric to score student work?

<i><b>Unsatisfactory</b></i>	<i><b>In Progress</b></i>	<i><b>Effective</b></i>	<i><b>Highly Effective</b></i>
<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

Updated as per Oregon Department of Education guidance:

<http://www.ode.state.or.us/wma/teachlearn/educatoreffectiveness/slbg-guidance.doc>

**Possible evidence to look for:**

- Scoring rubrics.
- Portfolios, products, projects, work samples, tests, etc.

**Standard 17: Student Growth Measured by Achievement on Standardized Assessments**  
**Domain V: Student Learning and Growth**

**Guiding Questions:**

- \* Does the teacher administer/ utilize appropriate standardized assessments adhering to professional guidelines?
- \* Does the teacher design and deliver instruction based on content standards to prepare students for standardized assessments?

<b><i>Unsatisfactory</i></b>	<b><i>In Progress</i></b>	<b><i>Effective</i></b>	<b><i>Highly Effective</i></b>
<p>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.</p> <p>This category also applies when results are missing or incomplete.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

Updated as per Oregon Department of Education guidance:

<http://www.ode.state.or.us/wma/teachlearn/educatoreffectiveness/slbg-guidance.doc>

**Possible evidence to look for:**

- Examples may include: OAKS\*, SMARTER Balanced, ELPA, Extended Assessments
- ACT, AP, DIBELS, easyCBM, PSAT, SAT, ASVAB,

\*Required as one measure in grades 3-8 and 11 (OAKS suspended for 2014-2015 use here)



**Standard 18: Student Growth on Performance Assessments**  
**Domain V: Student Learning and Growth**

**Guiding Questions:**

- \* Does the teacher maintain appropriate records to document growth?
- \* Does the teacher use an appropriate proficiency based rubric to assess student growth?

<b><i>Unsatisfactory</i></b>	<b><i>In Progress</i></b>	<b><i>Effective</i></b>	<b><i>Highly Effective</i></b>
<p>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.</p> <p>This category also applies when results are missing or incomplete.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>

Updated as per Oregon Department of Education guidance:

<http://www.ode.state.or.us/wma/teachlearn/educatoreffectiveness/slbg-guidance.doc>

**Possible evidence to look for:**

- Audio or video recording of a musical performance, speech, debate, demonstration, dramatic performance
- District, state or nationally approved scoring rubric, PLC Common assessment
- Products or Projects
- Data evidence of performance

Harney ESD  
Teacher Growth  
And  
Evaluation Handbook  
Forms





## Self-Assessment Form

Teacher Name: \_\_\_\_\_  
 Assignment \_\_\_\_\_

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

<b>Domain I: Planning &amp; Preparation</b>	<b>U</b>	<b>IP</b>	<b>E</b>	<b>HE</b>	<b>NA</b>
<b>Standard 1: Knowledge and Content</b> *Does the teacher show an effective command of the subject to guide student learning? * Does the teacher use effective instructional resources, including technology, to communicate content knowledge? * Does the teacher take an active role in adopting new content standards and frameworks to teaching?					
<b>Standard 2: Knowledge of Students</b> * Does the teacher build upon students' knowledge and experience? * Does the teacher use school and district resources to support and advocate for student needs? * Does the teacher recognize and address students' learning styles?					
<b>Standard 3: Instructional Goal Setting</b> * Does the teacher select appropriate instructional goals based upon national, state and local standards? * Does the teacher select goals that are measurable and state them in terms of student learning? * Does the teacher select goals appropriate for students?					
<b>Standard 4: Lesson Design</b> * Does the teacher design coherent instruction that reflects research-based best practices? * Does the teacher design instruction that promotes critical thinking and problem solving? * Does the teacher ensure that the curriculum is relevant to student needs? * Does the teacher adhere to the approved scope and sequence of the subject matter?					
<b>Standard 5: Assessment Planning</b> * Is the teacher familiar with the content area and with school, district and state assessment methods and options? * Does the teacher use assessments that are congruent with instructional goals? * Does the teacher develop and use a variety of formative and summative assessment tools and information for planning instruction, feedback and reflection?					
<b>Comments:</b>					

<b>Domain II: Classroom Environment</b>	<b>U</b>	<b>IP</b>	<b>E</b>	<b>HE</b>	<b>NA</b>
<b>Standard 6: Climate of Respect and Learning</b> * Does the teacher create an environment that promotes equity, respect and positive interpersonal interactions? * Are the teacher's interactions with students appropriate to developmental and cultural norms? * Does the teacher have high expectations for student success, quality work and student achievement? * Are students actively engaged?					
<b>Standard 7: Classroom Procedures and Physical Environment</b> *Does the teacher develop and employ classroom procedures that promote student learning and facilitate positive classroom interaction consistent with building and district programs? *Does the teacher design a safe and accessible classroom environment for all students? * Does the teacher facilitate smooth transitions with little loss of instructional time? * Does the teacher ensure all students have access to materials, technology and necessary resources?					
<b>Standard 8: Managing Student Behavior</b> * Does the teacher clearly communicate and enforce classroom and school expectations? * Does the teacher address inappropriate behavior consistently and appropriately? * Does the teacher proactively address student behavior?					
<b>Comments:</b>					

<b>Domain III: Instruction</b>	<b>U</b>	<b>IP</b>	<b>E</b>	<b>HE</b>	<b>NA</b>
<b>Standard 9: Lesson Delivery</b> * Does the teacher exhibit clear lesson delivery, reflect appropriate pacing and use a variety of effective teaching strategies? * Does the teacher activate students' prior knowledge? * Does the teacher differentiated to meet the needs of diverse learners? * Does the teacher use a variety of questioning and discussion techniques to elicit student reflection and higher order thinking?					
<b>Standard 10: Feedback to Students</b> *Does the teacher demonstrate the ability to listen to students and respond appropriately? *Does the teacher provide constructive feedback that facilitates learning and academic growth? *Does the teacher provide constructive feedback that is consistent, ongoing, timely and in a variety of forms?					
<b>Standard 11: Assessment for Learning</b> * Does the teacher use assessment data to prepare for individual and group instruction, including re-teaching when necessary? * Does the teacher use formative assessments during classroom instruction to facilitate student learning? * Does the teacher demonstrate the ability to use summative assessments to guide and inform instruction through the collection, maintenance and analysis of classroom, district and state assessments?					
<b>Comments:</b>					

<b>Domain IV: Professional Responsibilities</b>	<b>U</b>	<b>IP</b>	<b>E</b>	<b>HE</b>	<b>NA</b>
<b>Standard 12: Professional Growth</b> * Does the teacher actively participate in professional development opportunities relevant to his or her teaching assignment? * Does the teacher actively engage in meaningful goal setting? * Does the teacher pursue professional growth through reflection, self assessment, learning and knowledge of best practices?					
<b>Standard 13: Record Keeping and Communication</b> * Does the teacher carry out assigned duties? * Does the teacher maintain accurate records according to district and building protocols? * Does the teacher know and adhere to the district job description and standards of performance including the Competent and Ethical Educator Standards? * Does the teacher maintain appropriate confidentiality? * Does the teacher communicate effectively and respectfully with all stakeholders: students, parents, colleagues and supervisor? * Does the teacher facilitate meetings effectively? * Does the teacher effectively and appropriately collaborate with colleagues and other professionals?					
<b>Standard 14: Commitment to Instructional Initiatives</b> * Is the teacher aware of and does the teacher support building and district instructional priorities? * Does the teacher know and actively participate in building and district instructional initiatives?					
<b>Comments:</b>					

<b>Domain V: Student Learning and Growth</b>	<b>U</b>	<b>IP</b>	<b>E</b>	<b>HE</b>	<b>NA</b>
<b>Standard 15: Student Growth on Formative/Summative Assessments</b> * Is the teacher aware of student academic growth? * Can the teacher show proof of student growth?					
<b>Standard 16: Student Growth on Portfolio Assessments</b> * Does the teacher maintain a comprehensive portfolio of student work? * Does the teacher use a proficiency based rubric to score student work?					
<b>Standard 17: Student Growth Measured by Performance on Standardized Assessments</b> * Does the teacher administer/ utilize appropriate standardized assessments adhering to professional guidelines? * Does the teacher design and deliver instruction based on content standards to prepare students for standardized assessments?					
<b>Standard 18: Student Growth on Performance Assessments</b> * Does the teacher maintain appropriate records to document growth?					

* Does the teacher use an appropriate proficiency based rubric to assess student growth?					
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Comments:

## Formative Evaluation Form

Teacher Name: \_\_\_\_\_ Probationary:  Year \_\_\_\_\_ Contract

Supervisor: \_\_\_\_\_ School: \_\_\_\_\_ Assignment \_\_\_\_\_

<b>Domain I: Planning &amp; Preparation</b>	<b>U</b>	<b>IP</b>	<b>E</b>	<b>HE</b>	<b>NA</b>
<b>Standard 1: Knowledge and Content</b> * Does the teacher show an effective command of the subject to guide student learning? * Does the teacher use effective instructional resources, including technology, to communicate content knowledge? * Does the teacher take an active role in adopting new content standards and frameworks to teaching?					
<b>Standard 2: Knowledge of Students</b> * Does the teacher build upon students' knowledge and experience? * Does the teacher use school and district resources to support and advocate for student needs? * Does the teacher recognize and address students' learning styles?					
<b>Standard 3: Instructional Goal Setting</b> * Does the teacher select appropriate instructional goals based upon national, state and local standards? * Does the teacher select goals that are measurable and state them in terms of student learning? * Does the teacher select goals appropriate for students?					
<b>Standard 4: Lesson Design</b> * Does the teacher design coherent instruction that reflects research-based best practices? * Does the teacher design instruction that promotes critical thinking and problem solving? * Does the teacher ensure that the curriculum is relevant to student needs? * Does the teacher adhere to the approved scope and sequence of the subject matter?					
<b>Standard 5: Assessment Planning</b> * Is the teacher familiar with the content area and with school, district and state assessment methods and options? * Does the teacher use assessments that are congruent with instructional goals? * Does the teacher develop and use a variety of formative and summative assessment tools and information for planning instruction, feedback and reflection?					
Comments:					

<b>Domain II: Classroom Environment</b>	<b>U</b>	<b>IP</b>	<b>E</b>	<b>HE</b>	<b>NA</b>
<b>Standard 6: Climate of Respect and Learning</b> * Does the teacher create an environment that promotes equity, respect and positive interpersonal interactions? * Are the teacher's interactions with students appropriate to developmental and cultural norms? * Does the teacher have high expectations for student success, quality work and student achievement? * Are students actively engaged?					
<b>Standard 7: Classroom Procedures and Physical Environment</b> * Does the teacher develop and employ classroom procedures that promote student learning and facilitate positive classroom interaction consistent with building and district programs? * Does the teacher design a safe and accessible classroom environment for all students? * Does the teacher facilitate smooth transitions with little loss of instructional time? * Does the teacher ensure all students have access to materials, technology and necessary resources?					
<b>Standard 8: Managing Student Behavior</b> * Does the teacher clearly communicate and enforce classroom and school expectations? * Does the teacher address inappropriate behavior consistently and appropriately? * Does the teacher proactively address student behavior?					
Comments:					

<b>Domain III: Instruction</b>	<b>U</b>	<b>IP</b>	<b>E</b>	<b>HE</b>	<b>NA</b>
<b>Standard 9: Lesson Delivery</b> * Does the teacher exhibit clear lesson delivery, reflect appropriate pacing and use a variety of effective teaching strategies? * Does the teacher activate students' prior knowledge? * Does the teacher differentiated to meet the needs of diverse learners?					



* Does the teacher use a variety of questioning and discussion techniques to elicit student reflection and higher order thinking?					
<b>Standard 10: Feedback to Students</b> *Does the teacher demonstrate the ability to listen to students and respond appropriately? *Does the teacher provide constructive feedback that facilitates learning and academic growth? *Does the teacher provide constructive feedback that is consistent, ongoing, timely and in a variety of forms?					
<b>Standard 11: Assessment for Learning</b> * Does the teacher use assessment data to prepare for individual and group instruction, including re-teaching when necessary? * Does the teacher use formative assessments during classroom instruction to facilitate student learning? * Does the teacher demonstrate the ability to use summative assessments to guide and inform instruction through the collection, maintenance and analysis of classroom, district and state assessments?					
Comments:					

<b>Domain IV: Professional Responsibilities</b>	<b>U</b>	<b>IP</b>	<b>E</b>	<b>HE</b>	<b>NA</b>
<b>Standard 12: Professional Growth</b> * Does the teacher actively participate in professional development opportunities relevant to his or her teaching assignment? * Does the teacher actively engage in meaningful goal setting? * Does the teacher pursue professional growth through reflection, self assessment, learning and knowledge of best practices?					
<b>Standard 13: Record Keeping and Communication</b> * Does the teacher carry out assigned duties? * Does the teacher maintain accurate records according to district and building protocols? * Does the teacher know and adhere to the district job description and standards of performance including the Competent and Ethical Educator Standards? * Does the teacher maintain appropriate confidentiality? * Does the teacher communicate effectively and respectfully with all stakeholders: students, parents, colleagues and supervisor? * Does the teacher facilitate meetings effectively? * Does the teacher effectively and appropriately collaborate with colleagues and other professionals?					
<b>Standard 14: Commitment to Instructional Initiatives</b> * Is the teacher aware of and does the teacher support building and district instructional priorities? * Does the teacher know and actively participate in building and district instructional initiatives?					
Comments:					

<b>Domain V: Student Learning and Growth</b>	<b>U</b>	<b>IP</b>	<b>E</b>	<b>HE</b>	<b>NA</b>
<b>Standard 15: Student Growth on Formative/Summative Assessments</b> * Is the teacher aware of student academic growth? * Can the teacher show proof of student growth?					
<b>Standard 16: Student Growth on Portfolio Assessments</b> * Does the teacher maintain a comprehensive portfolio of student work? * Does the teacher use a proficiency based rubric to score student work?					
<b>Standard 17: Student Growth Measured by Performance on Standardized Assessments</b> * Does the teacher administer/ utilize appropriate standardized assessments adhering to professional guidelines? * Does the teacher design and deliver instruction based on content standards to prepare students for standardized assessments?					
<b>Standard 18: Student Growth on Performance Assessments</b> * Does the teacher maintain appropriate records to document growth? * Does the teacher use an appropriate proficiency based rubric to assess student growth?					

The teacher has attached comments to this form:      Yes        No   

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Supervisor

\_\_\_\_\_  
Date

This Evaluation has been discussed between the supervisor and teacher.

Teacher Name: \_\_\_\_\_ Probationary:  Year \_\_\_\_\_ Contract

Supervisor: \_\_\_\_\_ School: \_\_\_\_\_ Assignment \_\_\_\_\_

Performance Levels	Definitions of Performance as Applied to Standards of Professional Practice
<b>Unsatisfactory</b>	Does not meet standards; performs below the expectations for good performance under this standard; requires direct intervention and support to improve practice
<b>In Progress</b>	Making sufficient progress toward meeting this standard; meets expectations for good performance most of the time and shows continuous improvement; expected improvement through focused professional learning and growth plan
<b>Effective</b>	Consistently meets expectations for good performance under this standard; demonstrates effective practices and impact on student learning; continues to improve professional practice through ongoing professional learning
<b>Highly Effective</b>	Consistently exceeds expectations for good performance under this standard; demonstrates highly effective practices and impact on student learning; continued expansion of expertise through professional learning and leadership opportunities
<b>Summative Rating</b>	The Summative Rating is determined by compiling the ratings from each of the five (5) domains with each rating receiving the following point values: Unsatisfactory (1); In Progress (2); Effective (3); and Highly Effective (4). Scores will be totaled to reflect the following summative ratings: Domains I – IV: 5 or below <b>Unsatisfactory</b> 6 – 9 <b>In Progress</b> 10 – 13 <b>Effective</b> 14 – 16 <b>Highly Effective</b> Domains I – V: 9 or below <b>Unsatisfactory</b> 10 – 13 <b>In Progress</b> 14 – 17 <b>Effective</b> 18 – 20 <b>Highly Effective</b>

**Domain I: Planning & Preparation**

	U	IP	E	HE	NA
Standard 1: Knowledge and Content					
Standard 2: Knowledge of Students					
Standard 3: Instructional Goal Setting					
Standard 4: Lesson Design					
Standard 5: Assessment Planning					
<b>Domain I: Planning &amp; Preparation Rating—Overall Rating (transfer to summative section)</b>					
Comments:					

**Domain II: Classroom Environment**

	U	IP	E	HE	NA
Standard 6: Climate of Respect and Learning					
Standard 7: Classroom Procedures and Physical Environment					
Standard 8: Managing Student Behavior					
<b>Domain II: Classroom Environment Rating—Overall Rating (transfer to summative section)</b>					
Comments:					

**Domain III: Instruction**

	<b>U</b>	<b>IP</b>	<b>E</b>	<b>HE</b>	<b>NA</b>
Standard 9: Lesson Delivery					
Standard 10: Feedback to Students					
Standard 11: Assessment for Learning					
<b>Domain III: Instruction Rating—Overall Rating</b> (transfer to summative section)					
Comments:					

**Domain IV: Professional Responsibilities**

	<b>U</b>	<b>IP</b>	<b>E</b>	<b>HE</b>	<b>NA</b>
Standard 12: Professional Growth					
Standard 13: Record Keeping and Communication					
Standard 14: Commitment to Instructional Initiatives					
<b>Domain IV: Professional Responsibilities Rating—Overall Rating</b> (transfer to summative section)					
Comments:					

**Domain V: Student Learning & Growth**

	U	IP	E	HE	NA
Progress on Student Growth Goal 1: <ul style="list-style-type: none"> <li>Standard 15: Student Growth on Formative/Summative Assessments</li> <li>Standard 16: Student Growth Measured by Performance on Standardized Assessments</li> <li>Standard 17: Student Growth on Performance Assessments</li> </ul>					
Progress on Student Growth Goal 2: <ul style="list-style-type: none"> <li>Standard 15: Student Growth on Formative/Summative Assessments</li> <li>Standard 16: Student Growth Measured by Performance on Standardized Assessments</li> <li>Standard 17: Student Growth on Performance Assessments</li> </ul>					
<b>Domain V: Student Learning &amp; Growth Rating—Overall Rating</b> (transfer to summative section)					
Comments:					

<b>Summative Rating and Additional Comments</b>	U	IP	E	HE	NA
Domain I: Planning & Preparation Rating					
Domain II: Classroom Environment Rating					
Domain III: Instruction Rating					
Domain IV: Professional Responsibilities Rating					
<b>Summative Rating Domains I – IV:</b>					
Domain V: Student Learning & Growth Rating					
<b>Summative Rating Domains I - V:</b>					
Comments:					

Recommendation:

Contract Extension     Contract Renewal     Other     Details: \_\_\_\_\_

The teacher has attached comments to this conference form:     Yes     No

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Supervisor

\_\_\_\_\_  
Date

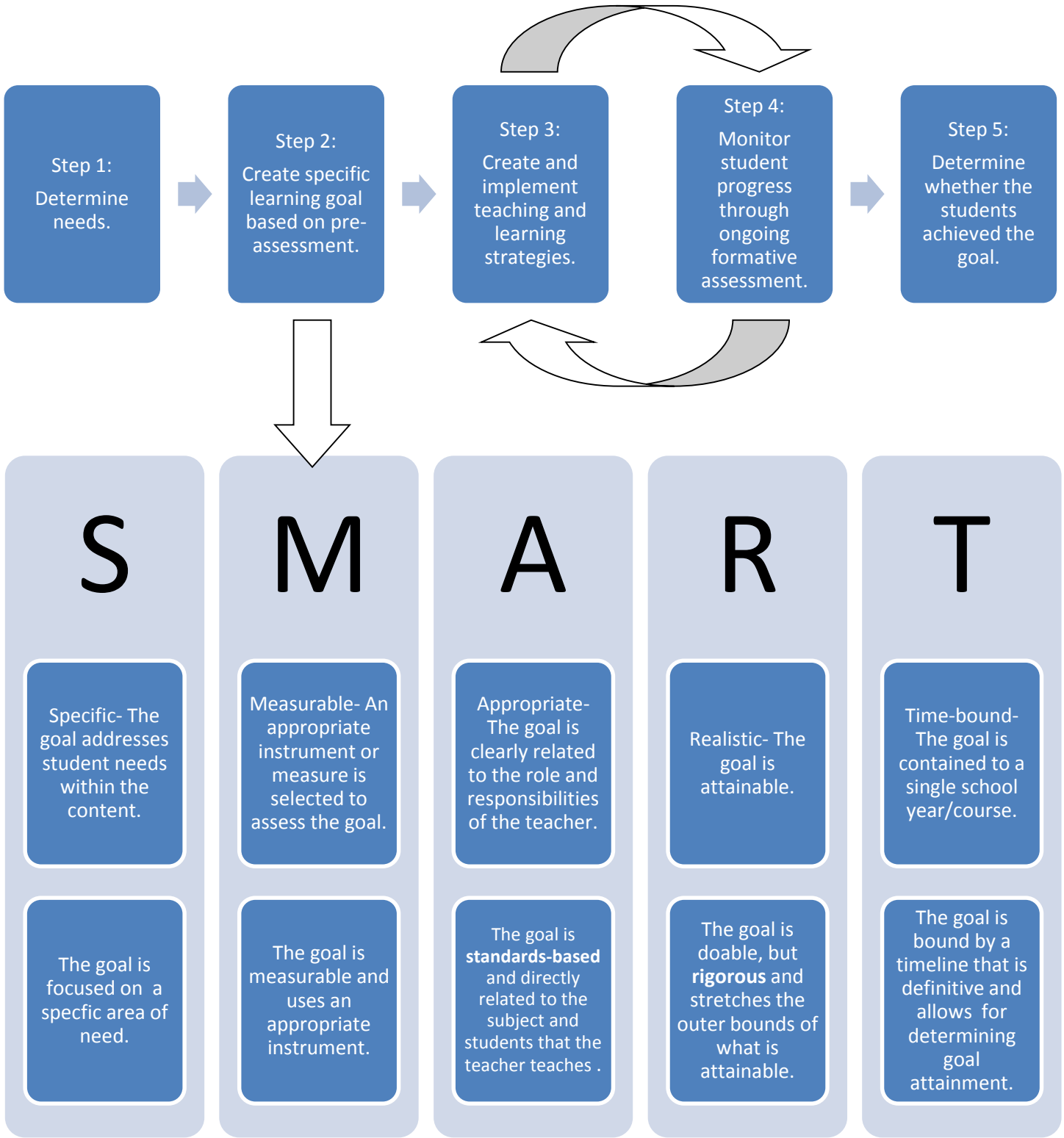
This Evaluation has been discussed between the supervisor and teacher.

**Original to Human Resources**

**Copy to Supervisor**

**Copy to Teacher**

## Step-By-Step SMART Goal Process - TEACHERS



\*Adapted for Kentucky from Stronge, J. H., & Grant, L. W. (2009). *Student achievement goal setting: Using data to improve teaching and learning*. Larchmont, NY: Eye on Education, Inc.

## 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 teacher 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 teacher and administrator. This rubric applies to both teacher 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>	<p>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.</p> <p>This category also applies when results are missing or incomplete.</p>

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.

## HARNEY ESD GOALS PROCESS TEMPLATE

--2 student learning goals required--

**Oregon Framework for Evaluation and Support states, "The collective set of a teacher's goals should address all of his or her students."**

Teacher	
Assignment	
School	
Administrator	

<b>Initial Conference</b>	<b>Content</b> The goal is being written around which grade/subject/level?			
	<b>Context</b> What are the characteristics or special learning circumstances of my class(es)?			
	<b>Baseline Data</b> What are the learning needs of my students? Attach supporting data.			
	<b>Student Growth Goal Statement</b> (written in SMART format)			
	<b>Rationale</b>			
	<b>Strategies for Improvement</b> How will I help students attain this goal? Provide specific actions that will lead to goal attainment.			
	<b>Implications for Professional Growth</b> What professional development will help me accomplish my goal? How has my self-assessment and evaluation informed my professional development needs? How might I team with colleagues in professional development toward my goal? How will my professional development impact my student growth goal?			
Teacher Signature:	Date:	Administrator Signature:	Date:	



<b>Mid-Year Review</b>	<b>Collaborative Mid-Year Data Review</b> What progress has been made? Attach supporting data.			
	<b>Strategy Modification</b> What adjustments need to be made to my strategies?			
	<b>Implications for Professional Growth</b> Has my professional growth to date been relative? How has my professional growth impacted student learning? Have my professional growth needs changed? If so, how?			
	Teacher Signature:	Date:	Administrator Signature:	Date:

<b>Evaluation Conference</b>	<b>End-of-Year Data</b> What does the end of the year data show? Attach data.			
	<b>Reflection on Results</b> Overall, what worked, or what should be refined?			
	<b>Professional Growth Reflection</b> How can I use the results to support my future professional growth?			
	Teacher Signature:	Date:	Administrator Signature:	Date:

# STUDENT GROWTH & PROFESSIONAL GOAL SETTING-- EXAMPLE

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<b>Teacher</b>	Carolyn Trump
<b>School</b>	Sage Elementary
<b>Administrator</b>	Donald Espinosa

<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• The goal is being written around which grade/subject/level?</li> </ul>	<p>This is a second grade reading goal incorporating all English Language Arts CCSS. Standards will individually be addressed and assessed in students as they develop through the reading process.</p>
<p><b>Context</b></p> <ul style="list-style-type: none"> <li>• What are the characteristics or special learning circumstances of my class(es)?</li> <li>• What are the demographics of my classroom?</li> </ul>	<p>There are 35 students total in class. The academic demographics of the class are diverse. There are 3 students receiving ELL services, 2 on academic IEPs and 1 student being pulled out for TAG.</p>
<p><b>Baseline Data</b></p> <ul style="list-style-type: none"> <li>• What are the learning needs of my students?</li> <li>• What are the assessments or evidence sources I will use?</li> <li>• Attach supporting data.</li> </ul>	<p>Students' reading abilities range from two levels below grade level to fourth grade reading levels according to the baseline DRA assessment. I will be able to monitor students' growth towards their goals through running records and taking anecdotal note as they read in small groups or one-on-one conferences.</p>
<p><b>Rationale</b></p>	<p>This is the greatest need of my students as evidenced by the data attached and presented above.</p>
<p><b>Student Growth Goal Statement</b> SMART goal criteria is used to formulate the goal.</p>	<p>For the 2012-2013 school year, 100% of students will make measurable progress in reading. Each student will demonstrate growth of at least one academic year on the DRA.</p>
<p><b>Professional Growth Goal:</b></p> <ul style="list-style-type: none"> <li>• What professional development will help me accomplish my SLG? (D:4)</li> <li>• How will achieving my professional growth goal improve student learning and engagement? (D:3)</li> <li>• How has my self-reflection and assessment on Domains 1-4 informed this goal? (D:4)</li> <li>• How might I team with colleagues to successfully achieve my goal? (D:4)</li> </ul>	<p>Based on my self-reflection I need to develop skills to help me engage students so that I can differentiate my instruction. I will work with my team members and reading specialists to identify strengths and next steps of my readers. Together we will plan lessons that target specific students' next steps. I will incorporate strategies learned at the Daily Five conference to support differentiated instruction techniques and ensure that all students are receiving targeted instruction towards learning goals.</p>
<p><b>Strategies for Improvement</b></p> <ul style="list-style-type: none"> <li>• What strategies will I incorporate into my methodology/professional practice?</li> </ul>	<p>Along with my team we will use our PLC time to monitor individual progress towards reading goals. Ensuring that students are receiving interventions when they are not meeting goals and being exposed to new skills when they do. The Daily Five will ensure that students are monitoring their own growth towards their goals, reflecting on their progress, being taught new skills and given ample time to practice and receive feedback on how they attempt to incorporate new skills as they learn.</p>

	<b>Resources and Support:</b> <ul style="list-style-type: none"> <li>What resources and support do I need to meet my Professional Growth Goal?</li> </ul>	I would like to observe the Daily Five in my teammates' classrooms and have my teammates observe and dialogue with me about my Daily Five practice. I would like to analyze students' running records with the reading specialists and get their support in planning interventions for my fragile readers.		
	Teacher Signature:	Date:	Administrator Signature:	Date:

**Page 2 of 2--EXAMPLE**

<b>Mid-Year Review</b>	<b>Collaborative Mid-Year Goal Review</b> <ul style="list-style-type: none"> <li>What progress has been made?</li> <li>Attach supporting data</li> </ul>	My mid-year running records indicate that all but six of my students are on track for making one academic year progress in reading on the DRA. I have attached a class spreadsheet showing individual growth.		
	<b>Strategy Modification</b> <ul style="list-style-type: none"> <li>What adjustments need to be made to my strategies?</li> </ul>	I am beginning a daily phonics program for the six students who have made little progress- the data shows me that they need support in this area.		
	Teacher Signature:	Date:	Administrator Signature:	Date:

<b>Summative Conference</b>	<b>End-of-Year Data</b> <ul style="list-style-type: none"> <li>What does the end of the year data show?</li> <li>Attach data</li> </ul>	All but three students meet the goal with 40% of students making more growth then one academic year.		
	<b>Reflection on Results</b> <ul style="list-style-type: none"> <li>Overall, what worked or what should be refined?</li> </ul>	A phonics program should have been brought in earlier to support my students' that were struggling in this area sooner. The Daily Five structure worked well, but I adapted it to fit the culture of our classroom. Instead of complete choice certain students were directed through their reading block based on needs identified through daily assessments. Once this was in place students were able to engage in the needed teaching and learning. I really appreciated and felt the positive effects in my practice of having our PLC time focused on a common area of need for our grade level. It enabled us to be sure that all students were getting targeted instruction.		
	<b>Professional Growth Plan Implications</b> <ul style="list-style-type: none"> <li>How can I use these results to support my professional growth?</li> </ul>	I would like to take the workshop model that I learned through the Daily Five and try and incorporate some aspects in different content areas. Being able to work with small groups with like needs enabled me to move all students towards their learning goals.		
	Teacher Signature:	Date:	Administrator Signature:	Date:

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# STUDENT GROWTH & PROFESSIONAL GOAL SETTING--EXAMPLE

<b>Teacher</b>	Susie Baker
<b>School</b>	Lincoln Co. Elementary
<b>Administrator</b>	Carolyn Espinosa

<b>Goal-Setting Conference</b>	<p><b>Content</b> The goal is being written around which grade/subject/level?</p>	<ul style="list-style-type: none"> <li>This is a fourth grade math goal incorporating all Oregon State Standards in the area of Mathematics. Standards will be individually addressed and assessed in students as they develop throughout the school year in math.</li> </ul>
	<p><b>Context</b></p> <ul style="list-style-type: none"> <li>What are the characteristics or special learning circumstances of my class(es)?</li> <li>What are the demographics of my classroom?</li> </ul>	<ul style="list-style-type: none"> <li>There are 28 students total in class. The academic demographics of the class are diverse.</li> <li>There are <u>three</u> students receiving ELL services and <u>five</u> on academic IEPs. Two of the three ELL students are on academic IEPs.</li> </ul>
	<p><b>Baseline Data</b></p> <ul style="list-style-type: none"> <li>What are the learning needs of my students?</li> <li>What are the assessments or evidence sources I will use?</li> <li>Attach supporting data.</li> </ul>	<ul style="list-style-type: none"> <li>Students' math scores on last year's OAKS range from a 199 to a 218 where 205 nearly met, 212 met and 219 exceeded.</li> <li><u>Two</u> students took the OAKS extended assessment in math last year that will be taking the regular OAKS test this year.</li> <li><u>Thirteen</u> students did not meet the math OAKS benchmark in the third grade.</li> <li><u>Eleven</u> students were +/- three points of meeting the 3<sup>rd</sup> grade OAKS benchmark last year.</li> <li><u>Eight</u> of the eleven students mentioned above met the benchmark last year in math.</li> <li>On the Fall EasyCBM, <u>four</u> students fell into the at risk category (0-10percentile), and <u>six</u> students were in the some risk category (11-25<sup>th</sup> percentile)</li> <li>I will be able to monitor students' growth towards their goals through daily class observations, daily assignments, unit quizzes and tests, OAKS practice tests, and math EasyCBM.</li> </ul>
	<p><b>Rationale</b></p>	
	<p><b>Student Growth Goal Statement</b> SMART goal criteria is used to formulate the goal.</p> <ul style="list-style-type: none"> <li></li> </ul>	<p>For the 2012-2013 school year, 100% of my students who did not pass the 3<sup>rd</sup> grade OAKS benchmark in math will make measurable progress. Each student will demonstrate growth of at least five points growth from last year's OAKS math RIT score to this year's OAKS math RIT score.</p>
	<p><b>Professional Growth Goal:</b></p> <ul style="list-style-type: none"> <li>What professional development will help me accomplish my SLG? (D:4)</li> <li>How will achieving my professional growth goal improve student learning and engagement? (D:3)</li> <li>How has my self-reflection and assessment on Domains 1-4 informed this goal? (D:4)</li> <li>How might I team with colleagues to successfully achieve my goal? (D:4)</li> </ul>	<ul style="list-style-type: none"> <li>Based on my self-reflection, I need to continue to develop my higher-level questioning skills to help me better engage students and ultimately, aid them in developing responsibility for their own learning.</li> <li>I will incorporate strategies learned from online research and reading <u>Thinking through Quality Questioning</u> to ensure that higher level questioning is used to increase my knowledge and awareness of possible techniques.</li> </ul>

	<ul style="list-style-type: none"> <li>In class, I will use an iPad app called stick picks to monitor student questions/answers using Bloom's taxonomy. With this app, I will be able to monitor growth for each student and my class as a whole. My instruction can be easily differentiated based upon this collected information.</li> </ul>
<p><b>Strategies for Improvement</b> What strategies will I incorporate into my methodology/professional practice?</p>	<p>Along with my team, we will use our team time and RTI time to monitor individual progress towards math goals. I will make sure that students will receive interventions and skill extensions when necessary. Higher level questioning will help students monitor their own understanding and reflect on their progress. Our Walk to Math time will ensure that new skills are being taught and that students are given ample time to practice and receive feedback on how they attempt to incorporate new skills as they learn.</p>
<p><b>Resources and Support:</b> What resources and support do I need to meet my Professional Growth Goal?</p>	<p>Continued SIW team time to plan monthly curriculum is necessary to focus instruction and interventions to best suit students' needs.</p>
<ul style="list-style-type: none"> <li>Teacher Signature:</li> </ul>	<p>Date:</p>
<ul style="list-style-type: none"> <li></li> </ul>	

# Gathering Evidence: Artifact # \_\_\_\_ Cover Page

Educator—Name/Title:

Evaluator—Name/Title:

School(s):

Educator Plan:  Self-Directed Growth Plan  Directed Growth Plan  
 Developing Educator Plan  Improvement Plan\*

Plan Duration:  Two-Year  One-Year  Less than a year \_\_\_\_\_

Artifact Title/Name:

Submission Date:

<b>Artifact Evidence</b> <i>What aspects of educator performance does this artifact illustrate? (To be filled out by teacher)</i>	<b>Aligned Indicator</b>

Star evidence statements that show progress toward attaining student learning goal(s) or professional practice goal(s).

<b>The Framework for Teaching(Danielson)</b>			
<b>I. Planning and Preparation</b>	<b>II. Classroom Environment</b>	<b>III. Instruction</b>	<b>IV. Professional Responsibilities</b>
1a. Knowledge of Content and Pedagogy	2a. Creating an Environment of Respect and Rapport	3a. Communicating with Students	4a. Reflecting on Teaching
1b. Demonstrating Knowledge of Students	2b. Establish a Culture for Learning	3b. Questioning and Discussion Techniques	4b. Maintaining Accurate Records
1c. Setting Instructional Outcomes	2c. Managing Classroom Procedures	3c. Engaging Students in Learning	4c. Communicating with Families
1d. Demonstrating Knowledge of Resources	2d. Managing Student Behavior	3d. Using Assessment in Instruction	4d. Participating in a Professional Community
1e. Designing Coherent Instruction	2e. Organizing Physical Space	3e. Demonstrating Flexibility and Responsiveness	4e. Growing and Developing Professionally
1f. Designing Student Assessments			4f. Showing Professionalism

# Gathering Evidence: Artifact \_\_ Cover Page--EXAMPLE

Educator—Name/Title:

Evaluator—Name/Title:

School(s):

Educator Plan:  Self-Directed Growth Plan  Directed Growth Plan  
 Developing Educator Plan  Improvement Plan\*

Plan Duration:  Two-Year  One-Year  Less than a year \_\_\_\_\_

Artifact Title/Name:

Submission Date:

Artifact Evidence	Aligned Indicator
<i>What aspects of educator performance does this artifact illustrate?</i>	
<i>Summarize and list the Domains and items that this artifact addresses in these two columns</i>	

Star evidence statements that show progress toward attaining student learning goal(s) or professional practice goal(s).

The Framework for Teaching(Danielson)			
I. Planning and Preparation	II. Classroom Environment	III. Instruction	IV. Professional Responsibilities
1a. Knowledge of Content and Pedagogy	2a. Creating an Environment of Respect and Rapport	3a. Communicating with Students	4a. Reflecting on Teaching
1b. Demonstrating Knowledge of Students	2b. Establish a Culture for Learning	3b. Questioning and Discussion Techniques	4b. Maintaining Accurate Records
1c. Setting Instructional Outcomes	2c. Managing Classroom Procedures	3c. Engaging Students in Learning	4c. Communicating with Families
1d. Demonstrating Knowledge of Resources	2d. Managing Student Behavior	3d. Using Assessment in Instruction	4d. Participating in a Professional Community
1e. Designing Coherent Instruction	2e. Organizing Physical Space	3e. Demonstrating Flexibility and Responsiveness	4e. Growing and Developing Professionally
1f. Designing Student Assessments			4f. Showing Professionalism

T. Wilson--EXAMPLE  
 Q1 Unit Assessment Data

Analysis of ELL student progress, by question type  
 (multiple choice [MC], short answer, essay; score out of 10)

	Unit 1 Assessment (9/30)				Unit 2 Assessment (10/19)				Unit 3 Assessment (11/9)			
	MC	Short Answer	Essay	Avg Score	MC	Short Answer	Essay	Avg Score	MC	Short Answer	Essay	Avg Score
Miguel	8.0	6.0	6.0	6.7	8.0	7.0	6.0	7.0	8.0	6.0	7.0	7.0
Jonathan	7.0	6.0	6.0	6.3	8.0	6.0	6.0	6.7	8.0	7.0	7.0	7.3
Adrianna	9.0	7.0	7.0	7.7	8.0	8.0	7.0	7.7	9.0	7.0	8.0	8.0
Saul	6.0	5.0	5.0	5.3	7.0	6.0	5.0	6.0	7.0	6.0	6.0	6.3
Edward	7.0	6.0	6.0	6.3	8.0	6.0	7.0	7.0	9.0	7.0	7.0	7.7
Aldo	7.0	5.0	6.0	6.0	7.0	6.0	6.0	6.3	9.0	6.0	7.0	7.3
Melodi	6.0	5.0	5.0	5.3	7.0	6.0	5.0	6.0	6.0	6.0	5.0	5.7
Marco	6.0	4.0	4.0	4.7	7.0	5.0	5.0	5.7	6.0	6.0	6.0	6.0
<i>ELL Avg</i>	7.0	5.5	5.6	6.0	7.5	6.3	5.9	6.5	7.8	6.4	6.6	6.9
					(+.5)	(+.8)	(+.3)	(+.5)	(+.3)	(+.1)	(+.3)	(+.4)
<i>Non-ELL Avg</i>	8	7.5	7	7.5	8	8	7.5	7.8	9	8.5	8.5	8.7



## Plan of Assistance for Improvement Form

---

Teacher Name: \_\_\_\_\_

Supervisor: \_\_\_\_\_ School: \_\_\_\_\_ Assignment \_\_\_\_\_ Date \_\_\_\_\_

\*Developed in cooperation with Administrator, Certified Staff Member and many include Association Representative

**1. Area of Deficiency:**

Domain(s) \_\_\_\_\_ Performance Standard(s) \_\_\_\_\_

Concerns:

**2. Supervisor's Expectations:**

**3. Assistance to be provided to teacher in meeting expectations:**

**4. Timeline:**

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Administrator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Association Member Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Original to Teacher**

**Copy to Supervisor**

**Copy to Human Resources**



**How will the plan help you to enhance student learning?**

**What resources will you use to complete your plan?**

\_\_\_\_\_  
*Supervisor/Advisor Signature\**

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

\_\_\_\_\_  
*Educator signature*

*\*This verifies that I have reviewed the proposal and am aware of the activities required.*

**REVISIONS TO PROFESSIONAL DEVELOPMENT PLAN**

<p>How are you revising your plan?</p>          <p>_____ Date</p> <p>_____ Supervisor/Advisor</p>	<p>How are you revising your plan?</p>          <p>_____ Date</p> <p>_____ Supervisor/Advisor</p>
<p>How are you revising your plan?</p>          <p>_____ Date</p> <p>_____ Supervisor/Advisor</p>	<p>How are you revising your plan?</p>          <p>_____ Date</p> <p>_____ Supervisor/Advisor</p>

**COMPLETION OF PROFESSIONAL DEVELOPMENT PLAN**

List Professional Development Activities	Domain(s)	Number of PDU's

**Domains:**

Subject matter of specialty

Assessment strategies

Methods and curriculum

Understanding diversity

State and national educational priorities

Use of technology in education

**Note:**

One clock hour = 1 PDU

One quarter hour credit = 20 PDU's. One semester hour credit = 30 PDU's

**Minimum of PDU's**

**75 for Basic License**

**125 for standard or continuing license**

**REFLECTION ON PROFESSIONAL DEVELOPMENT PLAN**

**Comment briefly on you SPD activities and the effect that you observed on student learning and any adjustments you made or will make to enhance student learning. (Attach additional pages as needed.)**

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**Supervisor/Advisor Signature\*                      Date                      Educator Signature                      Date**

*\*I have reviewed the results of the SPD plan and verify completion of the plan.*

**The completed form is retained by the district.**

## Teacher Evaluation System Glossary of Terms

### Under Development Teacher Evaluation System Glossary of Terms

**Conference:** It is understood that accurately evaluating a teacher's performance is much more than observing a teacher in the classroom. Information about many of the standards can only be obtained through conversations and conferences with teachers.

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

**Formal Observation:** A formal observation is a scheduled classroom visit by a supervisor that results in some kind of written feedback from the supervisor including a standards evaluation on the Standards Review Form. Formal observation usually occurs during an Observation Year, but they can occur at any time a supervisor deems necessary.

**Formative Assessment:** Formative assessments occur during an instructional unit. Formative assessments are used to inform and guide instruction.

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

**Observation Year:** An observation Year is a school year where a teacher is formally observed and evaluated on the Summative Evaluation Form. Every year is an Observation Year for Probationary teachers.

**Performance Levels:** Performance levels are used throughout this evaluation system. Levels used to rate teachers on the standards are based on the following scale: *Unsatisfactory, In Progress, Effective, and Highly Effective*. It is important to realize that through this system defines how to evaluate teachers according to standards, determinations about teacher performance can also be made according to state law, and there are incidents when state law would supersede this evaluation system.

The descriptors for the performance levels are as follows:

- ❖ **Unsatisfactory (U):** The performance is unacceptable and must improve significantly.
- ❖ **In Progress (B):** The performance is satisfactory, but there are specific areas that can be improved.
- ❖ **Effective (E):** The performance is strong, and there are no apparent weaknesses.
- ❖ **Highly Effective (HE):** The teacher's skills in this content area are in the top 10% of their field and can serve as a model and example to other teachers and administrators. There must be significant evidence for a teacher to be ranked Exemplary on a teaching standard.

**Performance Standards:** State law requires each district to establish performance standards that will be used to evaluate teacher performance. The development of performance standards must be in coordination with the local teachers' association. The Harney ESD System has 14 performance standards, and component of these standards are used to set goals for teacher performance.

**Probationary Teacher:** Any teacher in their first three years of teaching in any district in Oregon.

**Professional Development Plan:** This form is used to document the certified staff member's professional growth for licensure. This form is required by the Teacher Standards and Practices Commission (TSPC) and is the responsibility of the teacher to maintain during the licensure cycle.

**Professional Growth Cycle:** Contract teachers participate in the Professional Growth Cycle. Teachers begin their Growth Year by completing the Professional Growth Form and choosing a professional growth activity. At the end of the second year, teacher reflects on their activity and meets with their supervisor to plan their Observation Year. Teachers may elect to use the Performance Goal Setting Form to receive additional support on one or more standards.

**Plan of Assistance for Improvement:** When a teacher has an unsatisfactory evaluation or standards review, the teacher is placed on a Plan of Assistance for Improvement. The Plan of Assistance is formal and involves the District and Association. If a teacher does not improve through the Plan of Assistance, they will not be recommended for rehire to the School Board.

**Summative Evaluation:** The supervisor completes the Summative Evaluation by evaluating a teacher's performance on the 14 Harney ESD teaching and learning standards. When completing the Summative Evaluation, each standard is evaluated as a whole. Extended definitions on all of the standards including guiding questions, and evidence to look for can be found on the rubric pages of this manual.

**Summative Assessment:** Summative assessment occurs at the end of an instructional unit or period of time.