Harney ESD Teacher Performance Standards

Domain I: Planning & Preparation
Standard 1: Knowledge of Content (Correlates with InTASC Standards 4, 5 & 7)
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.
Standard 2: Knowledge of Students (Correlates with InTASC Standards 1, 2 & 7)
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.
Standard 3: Instructional Goal Setting (Correlates with InTASC Standards 1, 2 & 7)
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.
Standard 4: Lesson Design (Correlates with InTASC Standards 1, 4 & 7)
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.
Standard 5: Assessment Planning (Correlates with InTASC Standards 4 & 6)
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.
Domain II: Classroom Environment
Standard 6: Climate of Respect and Learning (Correlates with InTASC Standards 2, 3, 5 & 6)
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.
Standard 7: Classroom Procedures and Physical Environment (Correlates with InTASC Standards 3 & 4)
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.
Standard 8: Managing Student Behavior (Correlates with InTASC Standard 3)
8.1 Clearly communicates and enforces classroom and school expectations.
8.2 Addresses inappropriate behavior consistently and appropriately.
8.3 Proactively addresses student behavior.

Domain III: Instruction
Standard 9: Lesson Delivery (Correlates with InTASC Standards 2, 4, 5, 7 & 8)
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.
Standard 10: Feedback to Students (Correlates with InTASC Standards 6 & 8)
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.
Standard 11: Assessment for Learning (Correlates with InTASC Standards 6, 7 & 9)
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.
Domain IV: Professional Responsibilities
Standard 12: Professional Growth (Correlates with InTASC Standards 4, 6, 9 & 10)
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.
Standard 13: Record Keeping and Communication (Correlates with InTASC Standards 3, 6, 7, 9 & 10)
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.
Standard 14: Commitment to Instructional Initiatives (Correlates with InTASC Standards 9 & 10)
14.1 Is aware of, and supports, building and district instructional priorities.
14.2 Knows and actively participates in building and district instructional initiatives.
Domain V: Student Learning and Growth
Standard 15: Student Growth on Formative/Summative Assessments (Correlates with InTASC Standard 6)
15.1 Is aware of student academic growth.
15.2. Can show proof of student growth.
Standard 16 Student Growth on Portfolio Assessments (Correlates with InTASC Standard 6)
16.1 Maintains a comprehensive portfolio of student work.
16.2. Uses a proficiency based rubric to score student work.
Standard 17: Student Growth Measured by Performance on Standardized Assessments (Correlates with InTASC Standard 6)
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.
Standard 18: Student Growth on Performance Assessments (Correlates with InTASC Standard 6)
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

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?

Unsatisfactory	*In Progress*	*Effective*	*Highly Effective*
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 **satisfactory** 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 **some** 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 **strong** content knowledge and uses that knowledge to guide instruction.	High levels of intrinsic motivation mark authentic learning. **Extensive** resources are used to communicate content knowledge, and the content taught can easily be related to national, state, or district standards. The teacher has **deep** content knowledge and uses that knowledge to guide instruction.

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?

Unsatisfactory	*In Progress*	*Effective*	*Highly Effective*
The teacher **does not** build upon students' prior knowledge or experience. The teacher is **unaware** of a students' cultural background, and puts forth **little effort** to understand student background, culture, and learning style. The teacher **rarely** accesses school or district resources to meet student needs. The teacher **seldom** understands or seeks out the learning styles of his/her students.	The teacher builds upon students' prior knowledge and experiences. The teacher is **sometimes** aware of the cultural differences in a student's background, and **sometimes** puts forth effort to understand student background, culture, and learning style. The teacher uses this knowledge to adjust whole group instruction, but **rarely adjusts or accommodates** individual instruction. The teacher **occasionally** access school or district resources to meet student needs.	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.	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.

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

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?

Unsatisfactory	In Progress	Effective	Highly Effective
The teacher has **minimal** knowledge of state content standards. Lesson plans are **minimal**. Goals that are developed are not stated in terms of student learning, and are difficult to measure. **Few** goals are designed for students with different learning styles or cultural backgrounds.	The teacher has **adequate** 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 **expert** knowledge of state content standards. Lesson plans are **detailed** and include daily learning goals/objectives. Instructional goals are stated in terms of student learning and **can be measured**. The teacher is able to set goals for students with different learning styles or cultural backgrounds and use those goals to guide instruction. The teacher **consistently** monitors goals they have set and **adjusts** 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

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?

Unsatisfactory	*In Progress*	*Effective*	*Highly Effective*
The teacher's long-range instructional plans are **very limited**. 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 **limited to activities** rather than outcomes that can be measured or able to **authentically** 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 **somewhat** relevant to student needs and is **occasionally** focused on measurable outcomes. The teacher **sometimes** uses appropriate resources beyond the textbook.	The designed lessons have articulated long range and short term outcomes that are **almost always** focused on student learning. The lesson design reflects research-based best practices, critical thinking, problem-solving, and project-based learning. The planned lesson is **almost always** relevant to student needs and interests and is adjusted as the learning progresses throughout the year, so that it **almost always** 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 **always** 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 **highly** relevant to student needs and interests and is adjusted as the learning progresses throughout the year, so that it is **always** 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

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?

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

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

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

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?

Unsatisfactory	*In Progress*	*Effective*	*Highly Effective*
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?

Unsatisfactory	*In Progress*	*Effective*	*Highly Effective*
The teacher **does not have** a clear system of classroom expectations and **does not clearly** communicate or enforce classroom and school expectations. As a result, inappropriate student behavior occurs on a regular basis. The teacher is reactionary – **usually reacting** to negative behavior rather than preventing it in a positive way.	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 **sometimes** 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 **usually** 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 **effective** 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 **almost always** appropriate. The teacher is **consistently** proactive, and is able to prevent negative behavior through monitoring, pre-teaching, reminders, positive reinforcement and a host of other strategies.

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

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?

Unsatisfactory	*In Progress*	*Effective*	*Highly Effective*
The teacher's lesson is **unclear** or difficult to understand. The teacher is **unaware** of the need and importance of activating students' prior knowledge. There is **little evidence** of higher level thinking or problem-solving. The teacher **occasionally** 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 **some** evidence of higher level thinking and problem-solving. The teacher uses **some** effective questioning techniques, and sometimes differentiates instruction to meet the needs of students. Students are engaged in learning **some** 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 **frequently** occur. The teacher frequently uses effective questioning techniques and differentiates instruction to meet the need of students. Active engagement and student ownership **are evident** 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 **consistently** 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

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?

Unsatisfactory	*In Progress*	*Effective*	*Highly Effective*
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

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?

Unsatisfactory	In Progress	Effective	Highly Effective
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

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?

Unsatisfactory	In Progress	Effective	Highly Effective
The teacher and does not take advantage of professional development opportunities when they arise. The teacher **does not engage** in meaningful goal setting. The teacher has **little knowledge** about best practices.	The teacher **sometimes** takes advantage of professional development opportunities when they arise. The teacher **sometimes** engages in meaningful goal setting. The teacher is **somewhat** knowledgeable about best practices.	The teacher **frequently** takes advantage of professional development opportunities when they arise. The teacher engages in **meaningful** goal setting. The teacher is knowledgeable about best practices.	The teacher **consistently** 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 **meaningful goal setting.** The teacher is **extremely** 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?

Unsatisfactory	In Progress	Effective	Highly Effective
The teacher **struggles** to follow directions and carry out assigned duties. The teacher needs **constant** reminders to turn in paperwork and complete required reports. The teacher's record-keeping is **not accurate** or complete, and has trouble explaining it to others. The teacher is frequently **not available** to others and **does not return** phone communications consistently. At times the teacher **does not respond** 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 **most** 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 **all** 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?

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

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?

Unsatisfactory	*In Progress*	*Effective*	*Highly Effective*
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.	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.	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.	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.

Updated as per Oregon Department of Education guidance:
http://www.ode.state.or.us/wma/teachlearn/educatoreffectiveness/slgg-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?

Unsatisfactory	*In Progress*	*Effective*	*Highly Effective*
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.	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.	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.	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.

Updated as per Oregon Department of Education guidance:
http://www.ode.state.or.us/wma/teachlearn/educatoreffectiveness/slgg-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?

Unsatisfactory	In Progress	Effective	Highly Effective
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.	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.	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.	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.

Updated as per Oregon Department of Education guidance:
http://www.ode.state.or.us/wma/teachlearn/educatoreffectiveness/slgg-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?

Unsatisfactory	*In Progress*	*Effective*	*Highly Effective*
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.	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.	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.	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.

Updated as per Oregon Department of Education guidance:
http://www.ode.state.or.us/wma/teachlearn/educatoreffectiveness/slgg-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