

Professional Growth and Performance Manual

Greater Albany Public Schools



January, 2017

This handbook is to provide you with information about the licensed evaluation process with Greater Albany Public Schools. The information contained in the handbook is presented as a matter of orientation only and its contents should in no way be construed as a contract; it is simply a guide. It is not intended to replace the laws, board policies, administrative rules, or negotiated agreements in the district. If you have questions that are not answered in this handbook, please contact your supervisor or the Human Resources Department.

GREATER ALBANY PUBLIC SCHOOLS
Licensed Professional Growth and Review

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Introduction

The primary purpose of the Greater Albany Public Schools Educator Evaluation System is to improve student learning. This handbook is intended to provide the structure for licensed staff to improve their professional practice and responsibilities through a reflective professional evaluation process. The process is also designed to encourage more meaningful conversations around student learning and growth, and relies on the premise that all education professionals are committed to improving their performance and elevating the profession through reflection, collaboration, and regular feedback. The emphasis of the evaluation system is professional growth, where employees are empowered to be self-directed.

Oregon law requires that districts have in place evaluation systems that are rigorous and that are designed to support professional growth, accountability, and student learning and growth. To ensure such systems, the following criteria are essential:

1. **Standards of Professional Practice:** The state adopted Model Core Teaching Standards and Educational Leadership/Administrator Standards that define what teachers and administrators should know and be able to do to ensure that every student is ready for college, careers, and engaged citizenship in today's world.
2. **Differentiated (4) Performance Levels:** Teacher and administrator performance on the standards of professional practice are measured on four performance levels. ODE will provide districts approved research-based rubrics aligned to the state adopted standards.
3. **Multiple Measures:** Multiple sources of data are used to measure teacher and administrator performance on the standards of professional practice. Evaluators look at evidence from three categories: professional practice, professional responsibilities, and student learning and growth.
4. **Evaluation and Professional Growth Cycle:** Teachers and administrators are evaluated on a regular cycle of continuous improvement that includes self-reflection, goal setting, observations, formative assessment, and summative evaluation.
5. **Aligned Professional Learning:** Relevant professional learning opportunities to improve professional practice and impact on student learning are aligned to the teacher's or administrator's evaluation and his/her need for professional growth.

According to The Oregon Framework for Teacher and Administrator Evaluation and Support Systems (2013), "Effective teachers in the state of Oregon have the essential knowledge, critical dispositions and performances needed to promote the success of every student through high expectations, challenging learning experiences, a deep understanding of the content, effective instructional practice, and professional responsibility."

Greater Albany Public School District Evaluation Process

Probationary Teachers (First 3 years of employment)	Contract Teachers (Formal / On-cycle year)
Self-Evaluation & Goal Setting Activities <i>(as per district practice)</i>	Self-Evaluation & Goal Setting Activities <i>(as per district practice)</i>
Observations/Formative Feedback (Sept. – April) <i>At least 2 before March 1</i>	Observations/Formative Feedback (Sept. – April)
Mid-Year Professional and Student Learning & Growth Goals Review	Mid-Year Professional and Student Learning & Growth Goals Review
Summative Evaluation (by March 1)	Notify Staff/Board Approval to Renew/Extend Contract by March 15
Notify Staff/Board Approval to Renew/Extend by March 15	Summative Evaluation (by end of year)

Recommended Timeline:	<p align="center"><u>Probationary & Temporary Educator Timeline</u></p> <p><i>Applies to: Probationary and Temporary Licensed Staff, Licensed Staff on Supervisor-Directed Goals or a Program of Assistance</i></p>
SEPTEMBER 15	<p><u>SELF-ASSESSMENT</u></p> <ul style="list-style-type: none"> • Submit electronically to the evaluator
OCTOBER 4	<p><u>INITIAL PROFESSIONAL GROWTH CONFERENCE</u></p> <ul style="list-style-type: none"> • Discuss Self-Assessment of Teacher/Counselor Rubric Worksheet • Discuss potential Professional/Student Growth Goals • Discuss PDUs for License Renewal (if applicable)
OCTOBER 11	<p><u>PROFESSIONAL/STUDENT GROWTH GOALS FINALIZED</u></p> <ul style="list-style-type: none"> • Submit electronically to the evaluator
DECEMBER 1	<p><u>OBSERVATIONS – PHASE ONE</u></p> <ul style="list-style-type: none"> • Minimum of 2 Observations completed (for a combined minimum of 4 Observations annually) • All Observations require written feedback • At least 1 Observation during this phase should be followed by a face-to-face conference to discuss feedback.
DECEMBER 7	<p><u>INTERIM PROFESSIONAL GROWTH CONFERENCE #1</u></p> <ul style="list-style-type: none"> • Review progress on Professional/Student Growth Goals • Discuss additional support needed to meet Professional Growth Goal • Discuss progress on Artifacts
JANUARY 31	<p><u>OBSERVATIONS – PHASE TWO</u></p> <ul style="list-style-type: none"> • Minimum of 2 Observations completed (for a combined minimum of 4 Observations annually) • All Observations require written feedback • At least 1 Observation during this phase should be followed by a face-to-face conference to discuss feedback.
MAY 22	<p><u>ARTIFACTS</u></p> <ul style="list-style-type: none"> • Artifacts to be submitted to evaluator
JUNE 6	<p><u>SUMMATIVE PROFESSIONAL GROWTH CONFERENCE</u></p> <ul style="list-style-type: none"> • Review evidence of growth in Effective Practice • Discuss Summative Evaluation • Discuss Data Reflection • Discuss Reflection on Results • Discuss Professional Growth Plan implications • Discuss PDUs for License Renewal (if applicable)

Recommended Timeline:	CONTRACT EDUCATOR <i>(FORMAL / ON-CYCLE YEAR)</i>
SEPTEMBER 15	<u>SELF-ASSESSMENT</u> <ul style="list-style-type: none"> • Submit electronically to the evaluator
OCTOBER 4	<u>INITIAL PROFESSIONAL GROWTH CONFERENCE</u> <ul style="list-style-type: none"> • Discuss Self-Assessment of Teacher/Counselor Rubric Worksheet • Discuss potential Professional/Student Growth Goals • Discuss PDUs for License Renewal (if applicable)
OCTOBER 11	<u>PROFESSIONAL/STUDENT GROWTH GOALS FINALIZED</u> <ul style="list-style-type: none"> • Submit electronically to the evaluator
JANUARY 31	<u>OBSERVATIONS – PHASE ONE</u> <ul style="list-style-type: none"> • Minimum of 2 Observations completed (for a combined minimum of 4 Observations annually) • Each a minimum of 10-20 minutes in length • All Observations require written feedback • At least 1 Observation during this phase should be followed by a face-to-face conference to discuss feedback
FEBRUARY 15	<u>INTERIM PROFESSIONAL GROWTH CONFERENCE</u> <ul style="list-style-type: none"> • Review progress toward Professional/Student Growth Goals • Discuss additional support needed to meet Professional Growth Goal
MAY 15	<u>OBSERVATIONS – PHASE TWO</u> <ul style="list-style-type: none"> • Minimum of 2 Observations completed (for a combined minimum of 4 Observations annually) • Each a minimum of 10-20 minutes in length • All Observations require written feedback • At least 1 Observation during this phase should be followed by a face-to-face conference to discuss feedback
MAY 22	<u>ARTIFACTS</u> <ul style="list-style-type: none"> • Artifacts to be submitted to evaluator
JUNE 6	<u>SUMMATIVE PROFESSIONAL GROWTH CONFERENCE</u> <ul style="list-style-type: none"> • Review evidence of growth in Effective Practice • Discuss Summative Evaluation • Discuss End of Year Data • Discuss Reflection on Results • Discuss Professional Growth Plan implications • Discuss PDUs for License Renewal (if applicable)

Greater Albany Public Schools Evaluation Domains and Standards Overview

Domain 1 - Planning and Preparation for Learning

- Standard A: Knowledge
- Standard B: Content Standards
- Standard C: Lessons
- Standard D: Environment

Domain 2 - Classroom Management

- Standard A: Standards of Behavior
- Standard B: Relationships
- Standard C: Routines
- Standard D: Transitions
- Standard E: Monitoring and Prevention
- Standard F: Positive Classroom Supports

Domain 3 - Delivery of Instruction

- Standard A: Expectations
- Standard B: Goals
- Standard C: Connections to Prior Learning
- Standard D: Clarity of Explanations
- Standard E: Questioning Strategies
- Standard F: Engagement
- Standard G: Differentiation
- Standard H: Lesson Structure and Pacing
- Standard I: Checks for Understanding
- Standard J: Application

Domain 4 - Monitoring, Assessment, and Follow-up

- Standard A: Tenacity
- Standard B: Assessment
- Standard C: Specialized Support
- Standard D: Data Analysis

Domain 5- Professional Responsibilities

- Standard A: Reliability
- Standard B: School-Wide Goals, Initiatives, Programs, and Mission
- Standard C: Professionalism
- Standard D: Communication with Parents/Guardians
- Standard E: PLC Participation for Improving Student Achievement
- Standard F: Integrity and Ethical Conduct

As You Begin the Year . . .

Licensed Staff Self-Evaluation

At the beginning of each school year, all educators must complete a self-evaluation using the appropriate educator evaluation rubric specific to their assignment. This allows teachers to reflect on their professional practices and responsibilities. Self-reflection should help guide the development of the educator's Professional Growth Goal as well as their professional learning. The self-evaluation must be submitted to the evaluator prior to the Initial Professional Growth Conference.

NOTE: Highlighted rubrics are not included on probationary 1 teacher evaluation

Performance Level		Definitions of Performance as Applied to Standards of Professional Practice
1	Does Not Meet Standard	The performance is unacceptable and must improve significantly.
2	Area to Strengthen	The performance is satisfactory, but there are specific areas that can be improved.
3	Effective	The performance is strong and there are no apparent weaknesses.
4	Highly Effective	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. There must be significant evidence for the teacher to be ranked highly effective on a teaching standard.

Greater Albany Public Schools Performance Evaluation Rubric

A. Planning and Preparation for Learning

	1 Does Not Meet Standards	2 Area to Strengthen	3 Effective	4 Highly Effective
a. Knowledge	<input type="checkbox"/> The teacher's knowledge of the subject matter is limited, demonstrated by inaccurate communication or an inability to translate knowledge into meaningful instructional goals, unit plans, and daily lessons. The teacher is not taking any significant steps to improve subject matter knowledge.	<input type="checkbox"/> The teacher's knowledge of the subject matter is limited, demonstrated by inaccurate communication or an inability to translate knowledge into meaningful instructional goals, unit plans, and daily lessons. The teacher is taking significant steps to improve subject area knowledge.	<input type="checkbox"/> The teacher's knowledge of the subject matter is demonstrated by accurate communication and an ability to translate knowledge into meaningful instructional goals, unit plans, and daily lessons.	<input type="checkbox"/> The teacher is an expert in the subject area as demonstrated by accurate communication, an ability to translate knowledge into meaningful instructional goals, unit plans, and daily lessons and to train colleagues.
b. Standards	<input type="checkbox"/> There is no evidence of long term planning that is aligned with state standards and district pacing guides.	<input type="checkbox"/> The teacher has limited evidence of long term planning that is aligned with state standards and district pacing guides.	<input type="checkbox"/> The teacher has a written plan for the year that is aligned with state standards, district pacing guides (if available) and district & state assessments.	<input type="checkbox"/> The teacher has evidence of a detailed written long-term plan and consistent use of a long term plan for the year that is aligned with state standards and district pacing guides (if available) and district & state assessments.
c. Lessons	<input type="checkbox"/> Limited or no evidence of regular lesson planning.	<input type="checkbox"/> The teacher plans daily lessons with some evidence of alignment with unit goals, PLC curriculum planning, district pacing guides (if available), and/or state standards.	<input type="checkbox"/> The teacher regularly plans daily lessons that are aligned with unit goals, PLC curriculum planning, district pacing guides (if available) and/or state standards.	<input type="checkbox"/> The teacher regularly plans daily lessons that are responsive to prior student performance and aligned with unit goals, PLC curriculum planning, district pacing guides (if available), and/or state standards.
d. Environment	<input type="checkbox"/> Furniture, equipment, materials, student seating arrangement and/or displays hinder student engagement. Physical distractions are significant.	<input type="checkbox"/> Furniture, equipment, materials, student seating arrangement, and/or displays lack organization to support the lesson but do not appear to negatively impact student engagement. There are some physical distractions present.	<input type="checkbox"/> Furniture, equipment, materials, student seating arrangement, and/or displays appear to support student engagement. Physical distractions are limited.	<input type="checkbox"/> Furniture, equipment, materials, student seating arrangement, and/or displays appear to enrich student engagement. Physical distractions are minimal. Students can manage the physical environment without prompting.

Comments: All areas marked "Area to Strengthen" and/or "Does Not Meet Standards" must be described below along with evidence gathered to support the rating.

Suggested Sources of Evidence/Artifacts:

<input type="checkbox"/> Unit & Lesson Plans <input type="checkbox"/> Journals <input type="checkbox"/> Student work <input type="checkbox"/> Relevant Data	<input type="checkbox"/> PLC work products <input type="checkbox"/> Posted lesson/unit goals and/or learning targets	<input type="checkbox"/> Evidence of State Curriculum Standards guiding planning and instruction	<input type="checkbox"/> Collaborative lesson planning <input type="checkbox"/> _____
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B. Classroom Management

	1 Does Not Meet Standards	2 Area to Strengthen	3 Effective	4 Highly Effective
a. Standards of Behavior	<input type="checkbox"/> Standards of student conduct do not appear to have been established.	<input type="checkbox"/> Standards of student conduct are established, but their implementation is inconsistent.	<input type="checkbox"/> Standards of student conduct are established, regularly modeled/practiced, and are consistently implemented.	<input type="checkbox"/> Standards of student conduct are established, regularly modeled/practiced, and are consistently implemented. Students are encouraged to take an active role in monitoring their own behavior and that of other students against the classroom standards of conduct.
b. Relationships	<input type="checkbox"/> The teacher is sometimes unfair and/or disrespectful to students; plays favorites, berates students. The teacher does not address disrespectful behavior among students resulting in a hostile learning environment for some students.	<input type="checkbox"/> The quality of interactions between the teacher and students, or among students, is uneven, with occasional disrespect. The teacher attempts to respond to disrespectful behavior among students with uneven results.	<input type="checkbox"/> The teacher demonstrates fair and respectful behavior toward all students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful.	<input type="checkbox"/> The teacher demonstrates respect, and fairness for all students resulting in strong working relationships with students and among students. Students show respect for the teacher and are encouraged to exhibit high levels of civility toward each other.
c. Routines	<input type="checkbox"/> Classroom routines are not taught and/or not practiced throughout the year resulting in lost instructional time.	<input type="checkbox"/> Classroom routines are partially effective, and/or are not practiced sufficiently throughout the year resulting in some loss of instructional time. Students display confusion and/or ask clarifying questions about classroom routines.	<input type="checkbox"/> Classroom routines are taught effectively and are practiced during the year, as needed, so students maintain them all year resulting in little loss of instructional time. With minimal assistance, students follow established classroom routines.	<input type="checkbox"/> Classroom routines are taught and practiced so well that the classroom appears to almost run itself. Instructional time is maximized. Routines are well understood and may be initiated by students.
d. Transitions	<input type="checkbox"/> Transitions are not attempted or when transitions occur the teacher is unable to maintain control of the students.	<input type="checkbox"/> Transitions function unevenly, and/or are not efficient leading to some disruption of learning.	<input type="checkbox"/> Transitions are well-managed and efficient with little loss of instructional time.	<input type="checkbox"/> Transitions are well-managed, efficient, and are successful in maximizing learning time. Students are involved in ensuring that transitions are accomplished smoothly.
e. Monitoring and Prevention	<input type="checkbox"/> The teacher is unsuccessful or makes no attempts at preventing or responding to student misbehavior that disrupts the flow of the lesson.	<input type="checkbox"/> The teacher makes attempts to prevent and respond to student misbehavior with some success but there are a significant number of disruptions that are not successfully prevented.	<input type="checkbox"/> The teacher is able to prevent and respond to student misbehavior with success. Some attempts at prevention are still apparent and may interfere with the flow of the lesson.	<input type="checkbox"/> The teacher is able to prevent and respond to student misbehavior with success using methods that are subtle, proactive, and preventative and do not interfere with the flow of the lesson. Students are encouraged to take an active role in monitoring their own behavior and that of their peers against the established standards of classroom conduct.

B. Classroom Management (continued)

<p>f. Positive Classroom Supports</p>	<p><input type="checkbox"/> Classroom tone is negative and there are no systems in place. Positive feedback is rare, and most teacher-student interactions are characterized by a negative or sarcastic tone.</p>	<p><input type="checkbox"/> Classroom systems are inconsistent even though tone may be positive. However, there are multiple incidents of teacher-student interactions that are characterized by a negative or sarcastic tone.</p>	<p><input type="checkbox"/> Classroom systems create a climate that is positive and welcoming. Teacher-student interactions are characterized by positive feedback that far outnumbers negative corrections.</p>	<p><input type="checkbox"/> Classroom systems create a climate that is positive and welcoming. Students are encouraged to take some responsibility in maintaining the positive classroom climate and monitoring their own behavior.</p>
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Comments: All areas marked “Area to Strengthen” and/or “Does Not Meet Standards” must be described below along with evidence gathered to support the rating.

Suggested Sources of Evidence/Artifacts:

- Class rules and procedures
- Discipline records
- Artifacts: Student Handbooks/Syllabi
- _____

C. Delivery of Instruction

	1 Does Not Meet Standards	2 Area to Strengthen	3 Effective	4 Highly Effective
a. Expectations	<p><input type="checkbox"/> Instructional goals, activities, assignments, classroom interaction, and/or environment convey medium to low academic expectations for at least some students. Hard work is not expected or valued by the teacher or students.</p>	<p><input type="checkbox"/> Instructional goals, activities, assignments, classroom interactions, and/or environment convey only modest expectations for most students. The teacher rarely expects or recognizes student effort. Student actions may indicate that they are interested in task completion rather than quality.</p>	<p><input type="checkbox"/> Instructional goals, activities, assignments, classroom interactions, and environment convey high expectations for most students. The teacher expects student effort and recognizes it. Students understand their roles as learners and consistently expend effort to learn.</p>	<p><input type="checkbox"/> Instructional goals, activities, assignments, classroom interactions, and environment convey high expectations for all students. Students demonstrate initiative to improve the quality of their work and recognize the efforts of their classmates.</p>
b. Goals	<p><input type="checkbox"/> The teacher does not reference lesson objectives or lesson objectives are rarely posted or stated.</p>	<p><input type="checkbox"/> The teacher refers in passing to the purpose of the instruction. Tells students the learning objectives. Lesson objectives may be posted but are not referred to, elaborated on, or explained.</p>	<p><input type="checkbox"/> The teacher gives students a clear sense of the purpose of the instruction. Learning objectives are posted and explained.</p>	<p><input type="checkbox"/> The teacher gives students a clear sense of the purpose of the instruction by posting learning objectives and stating the learning goals at some point during the lesson. Rubrics, exemplars of proficient work, and/or other assessment criteria are referred to and regularly evident. Students can articulate the learning goals and/or learning objectives.</p>
c. Connections to Prior Learning	<p><input type="checkbox"/> The teacher makes little or no attempt to activate prior knowledge or to relate it to new learning.</p>	<p><input type="checkbox"/> The teacher sometimes attempts to activate students' prior knowledge but may miss opportunities during the lesson to activate prior knowledge or to connect it to new learning.</p>	<p><input type="checkbox"/> The teacher regularly attempts to activate students' prior knowledge and connects it to prior learning.</p>	<p><input type="checkbox"/> The teacher regularly attempts to activate students' prior knowledge while connecting it to new learning. Students are encouraged to contribute to extending peers' activation of prior knowledge and/or new learning.</p>
d. Clarity of Explanations	<p><input type="checkbox"/> The teacher uses explanations, language or examples that are fuzzy, confusing, or inappropriate for the age or culture of the students. Students indicate through their questions that they are confused about the learning task.</p>	<p><input type="checkbox"/> The teacher uses explanations, language, and/or examples that are sometimes unclear or contain content errors.</p>	<p><input type="checkbox"/> The teacher uses clear explanations, appropriate language, and relevant examples to present material.</p>	<p><input type="checkbox"/> The teacher uses clear explanations, appropriate language, and relevant examples to present material. Students are encouraged to contribute to extending the content and explaining the concepts to their classmates.</p>

C. Delivery of Instruction (continued)

<p>e. Questioning Strategies</p>	<p><input type="checkbox"/> The teacher's questions are of low cognitive challenge, often with single correct answers. Interaction between teacher and students is predominantly teacher mediated and directed.</p>	<p><input type="checkbox"/> Most of the teacher's questions promote learning at a recall level or the teacher engages in a monologue with minimal student participation.</p>	<p><input type="checkbox"/> Most of the teacher's questions promote student thinking and learning at various levels. Adequate think time is utilized before students respond. The teacher calls on most students, even those who don't initially volunteer.</p>	<p><input type="checkbox"/> The teacher uses a variety of questioning strategies to promote a high level of thinking.. The teacher utilizes various discussion techniques that ensure active thinking by ALL students.</p>
<p>f. Engagement</p>	<p><input type="checkbox"/> The teacher makes little attempt to get students actively engaged in the learning tasks.</p>	<p><input type="checkbox"/> The teacher makes some attempts to get students actively engaged even though some students remain disengaged.</p>	<p><input type="checkbox"/> The teacher regularly and effectively uses best practice strategies to engage students in activities: thinking about, discussing, and applying the ideas and skills being taught.</p>	<p><input type="checkbox"/> The teacher coordinates and monitors highly effective strategies, materials, and groupings to engage all students. Students demonstrate educator's enthusiasm for the subject through their active participation, curiosity, and attention to detail.</p>
<p>g. Differentiation</p>	<p><input type="checkbox"/> The teacher does not make regular attempts to differentiate instruction for students with special needs.</p>	<p><input type="checkbox"/> The teacher makes limited attempts to differentiate and scaffold instruction to accommodate students with special needs and/or attempts at differentiation and scaffolding are unsuccessful.</p>	<p><input type="checkbox"/> The teacher regularly and successfully attempts to differentiate and scaffold instruction to accommodate most students' learning needs.</p>	<p><input type="checkbox"/> The teacher is successful at differentiating and scaffolding instruction to accommodate all students' learning needs.</p>
<p>h. Lesson Structure and Pacing</p>	<p><input type="checkbox"/> Lessons generally lack structure, or pacing of lessons is too slow or too rushed.</p>	<p><input type="checkbox"/> Lessons sometimes have a recognizable structure. Pacing of lessons is inconsistent.</p>	<p><input type="checkbox"/> Lessons regularly have a clearly defined structure and pacing of lessons is appropriate.</p>	<p><input type="checkbox"/> Lesson structure is coherent. Pacing of lessons is appropriate and adapted as needed.</p>
<p>i. Checks for Understanding</p>	<p><input type="checkbox"/> The teacher rarely checks for understanding during instruction, or methods used to check for understanding do not result in the teacher gaining relevant information about student understanding. The teacher provides little or no formative feedback to students during instruction.</p>	<p><input type="checkbox"/> The teacher sometimes checks for understanding or relies on less effective methods that do not result in the teacher gaining relevant information about student understanding. The teacher provides limited or no formative feedback to individual students and the class.</p>	<p><input type="checkbox"/> The teacher uses methods to check for understanding such as questioning, observation of student work, and student interactions. The teacher provides timely, formative feedback to individual students and the class that advances learning.</p>	<p><input type="checkbox"/> The teacher uses methods to check for understanding such as questioning, observation of student work and student interactions. The teacher provides timely formative feedback to individual students and the class that advances learning. Students are encouraged to monitor their own understanding and contribute to advancing the learning of their peers by providing feedback.</p>

C. Delivery of Instruction (continued)

j. Application	<input type="checkbox"/> The teacher rarely has students summarize what they learn and apply it to real-life situations.	<input type="checkbox"/> The teacher sometimes has students summarize what they learn and apply it to real-life situations	<input type="checkbox"/> The teacher uses questioning and discussion to lead students to summarize their learning and make connections to real-life applications.	<input type="checkbox"/> The teacher provides opportunities for students to summarize their own learning and make connections to real-life applications. Students are able to take leadership of summarizing their learning and making connections to real-life applications.
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Comments: All areas marked “Area to Strengthen” and/or “Does Not Meet Standards” must be described below along with evidence gathered to support the rating.

Suggested Sources of Evidence/Artifacts:

- | | | | |
|---|---|--|--------------------------------|
| <input type="checkbox"/> Lesson Plans | <input type="checkbox"/> Documentation of relevant data & use of IEPs | <input type="checkbox"/> Materials used to promote critical thinking and problem solving | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Student work | <input type="checkbox"/> Use of technology in lesson delivery | <input type="checkbox"/> Collaborative lesson planning | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Relevant Data | <input type="checkbox"/> Documentation of differentiated instruction | <input type="checkbox"/> PLC work products | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Cooperation with ELD/SpEd teachers | | | |

D. Monitoring, Assessment, and Follow-Up

	1 Does Not Meet Standards	2 Area to Strengthen	3 Effective	4 Highly Effective
a. Tenacity	<input type="checkbox"/> The teacher makes no attempts to intervene/modify strategies to reach students who have difficulty learning.	<input type="checkbox"/> The teacher attempts few in-class intervention/modification strategies to reach students who have difficulty learning.	<input type="checkbox"/> The teacher first attempts a variety of in-class intervention/modification strategies for students who have difficulty learning before seeking additional school supports.	<input type="checkbox"/> The teacher successfully uses a variety of in-class intervention/modification strategies for all students who have difficulty learning and uses recommended interventions from school support staff.
b. Assessment	<input type="checkbox"/> The teacher does not regularly use assessments that are tied to clear learning objectives, district assessments (when available), and or state and national standards.	<input type="checkbox"/> The teacher shows limited use of both formative and summative assessments. Assessments are not tied to learning objectives, district assessments (when available), and or state and national standards.	<input type="checkbox"/> The teacher consistently uses both formative and summative assessments tied to clear learning objectives, district assessments (when available), and or state and national standards.	<input type="checkbox"/> The teacher consistently uses both formative and summative assessments tied to clear learning objectives, district assessments (when available), and or state and national standards developed with a PLC team.
c. Specialized Support	<input type="checkbox"/> The teacher fails to refer students for special services.	<input type="checkbox"/> The teacher sometimes doesn't refer students for special help, and/or refers students without first attempting classroom based interventions and modifications.	<input type="checkbox"/> After first attempting classroom based interventions and modifications, the teacher refers students for specialized diagnosis and/or extra help.	<input type="checkbox"/> After first attempting classroom based interventions and modifications, the teacher refers students for specialized diagnosis and/or extra help. The teacher makes sure that students who need specialized diagnosis and help receive appropriate services in a timely fashion.
d. Data Analysis	<input type="checkbox"/> The teacher does not regularly review student work and assessment data or regularly adjust instruction based on analysis of the data.	<input type="checkbox"/> The teacher analyzes student work and assessments individually to draw conclusions and adjust instruction.	<input type="checkbox"/> The teacher analyzes student work and assessments both individually and with colleagues to draw conclusions and adjust teaching.	<input type="checkbox"/> The teacher analyzes student work and assessments both individually and with colleagues, draws conclusions, adjusts teaching, and provides feedback to students that engages them in instructional improvement.

Comments: All areas marked "Area to Strengthen" and/or "Does Not Meet Standards" must be described below along with evidence gathered to support the rating.

Suggested Sources of Evidence/Artifacts:

- | | | |
|--|--|--------------------------------|
| <input type="checkbox"/> Participation in PLC | <input type="checkbox"/> Use of technology in assessment and monitoring | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Formative & summative assessments | <input type="checkbox"/> Student surveys | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Artifacts of analysis of student work | <input type="checkbox"/> Artifacts: Criteria for proficiency, rubrics, exemplars of student work | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Exemplary student work displayed | | |

E. Professional Responsibilities

	1 Does Not Meet Standards	2 Area to Strengthen	3 Effective	4 Highly Effective
a. Reliability	<input type="checkbox"/> The teacher rarely completes assignments on time; is rarely on time for duties and/or meetings; rarely keeps accurate records; and rarely meets deadlines.	<input type="checkbox"/> . The teacher sometimes completes assignments on time; is sometimes on time for duties and/or meetings; sometimes keeps accurate records and sometimes meets deadlines.	<input type="checkbox"/> The teacher regularly completes assignments on time; is regularly on time for duties and/or meetings; regularly keeps accurate records; and regularly meets deadlines.	<input type="checkbox"/> . The teacher always completes assignments on time; is always on time for duties and/or meetings; always keeps accurate records; and always meets deadlines.
b. Schoolwide Goals, Initiatives, Programs, and Mission	<input type="checkbox"/> The teacher rarely if ever contributes ideas that might help improve the school	<input type="checkbox"/> The teacher occasionally suggests an idea aimed at improving the school.	<input type="checkbox"/> The teacher is a positive team player and contributes ideas, expertise, and time to the overall goals, mission, programs, and initiatives of the school and/or district.	<input type="checkbox"/> The teacher frequently contributes valuable ideas and expertise and instills in others a desire to improve student results through the overall goals, mission, programs, and initiatives of the school and/or district.
c. Profession- alism	<input type="checkbox"/> The teacher demonstrates unprofessional behavior and/or communication with students, staff, supervisors, and/or constituents that impacts his/her effectiveness.	<input type="checkbox"/> The teacher demonstrates professional behavior and/or communication with students, staff, supervisors, and constituents; however, there are isolated examples of unprofessional behavior.	<input type="checkbox"/> The teacher demonstrates professional behavior and/or communication with students, staff, supervisors, and constituents.	<input type="checkbox"/> The teacher demonstrates professional behaviors and/or communication in all interactions with students, staff, supervisors and constituents. The teacher serves as a role model and/or mentor for their colleagues.
d. Communication with Parents/ Guardians	<input type="checkbox"/> The teacher makes little or no effort to contact parents or enlist parental support.	<input type="checkbox"/> The teacher contacts parents only in response to parent-initiated requests/concerns and/or shows little initiative to enlist parental support.	<input type="checkbox"/> The teacher takes initiative to contact and enlist parental support when needed, including multiple attempts to contact "hard-to-reach" parents.	<input type="checkbox"/> The teacher regularly provides information to <u>all</u> parents, including "hard-to-reach" parents, through newsletters, class websites, and/or other means in the absence of problems, and enlists parental support when needed.
e. PLC Participation for Improving Student Achievement	<input type="checkbox"/> The teacher does not meet, or meets irregularly, with colleagues in a PLC or other school-based collaborative structure, and/or conversations are off-topic.	<input type="checkbox"/> The teacher meets with colleagues regularly in a PLC or other school-based collaborative structure and conversations do not consistently focus on analyzing student work, setting learning targets, planning/revising instruction, and planning common formative assessments.	<input type="checkbox"/> The teacher consistently participates in partnership with colleagues in a PLC or other school-based collaborative structure to analyze student work, set learning targets, plan/revise instruction, and plan common assessments.	<input type="checkbox"/> The teacher consistently contributes ideas and resources in working with colleagues in a PLC or other school-based collaborative structure to analyze student work, set learning targets, plan/revise instruction, and plan common assessments.

E. Professional Responsibilities (continued)

<p>f. Integrity and Ethical Conduct</p>	<p><input type="checkbox"/> The teacher is frequently unethical, dishonest, discloses student records and/or information, and/or violates appropriate boundaries with students, staff, supervisors, and/or constituents.</p>	<p><input type="checkbox"/> The teacher generally demonstrates ethical and honest behavior and maintains confidentiality with student records and information, but there are isolated examples of questionable ethics, dishonesty, disclosure of student information, and/or violating appropriate boundaries with students, staff, supervisors, and/or constituents.</p>	<p><input type="checkbox"/> The teacher is ethical and honest, maintains confidentiality with student records and information, and maintains appropriate boundaries with students, staff, supervisors, and/or constituents.</p>	<p><input type="checkbox"/> The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality, and to maintain appropriate boundaries with students, staff, supervisors, and/or constituents.</p>
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Comments: All areas marked “Area to Strengthen” and/or “Does Not Meet Standards” must be described below along with evidence gathered to support the rating.

Suggested Sources of Evidence/Artifacts:

- | | | | |
|--|---|--|--------------------------------|
| <input type="checkbox"/> Participation in a PLC | <input type="checkbox"/> Service on Committees | <input type="checkbox"/> Specialists: Student files maintained in accordance with district procedures | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Relevant data/Surveys | <input type="checkbox"/> Artifacts of collaboration | <input type="checkbox"/> Evidence of continued professional learning (attendance at conferences/ workshops, participation in book study, documented independent study) | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Formal and informal mentoring | <input type="checkbox"/> Participation in peer observations | | <input type="checkbox"/> _____ |
| <input type="checkbox"/> Attendance record | <input type="checkbox"/> Accurate, timely, efficient record-keeping systems | | |

Next . . . Setting Goals

Initial Professional Growth Conference

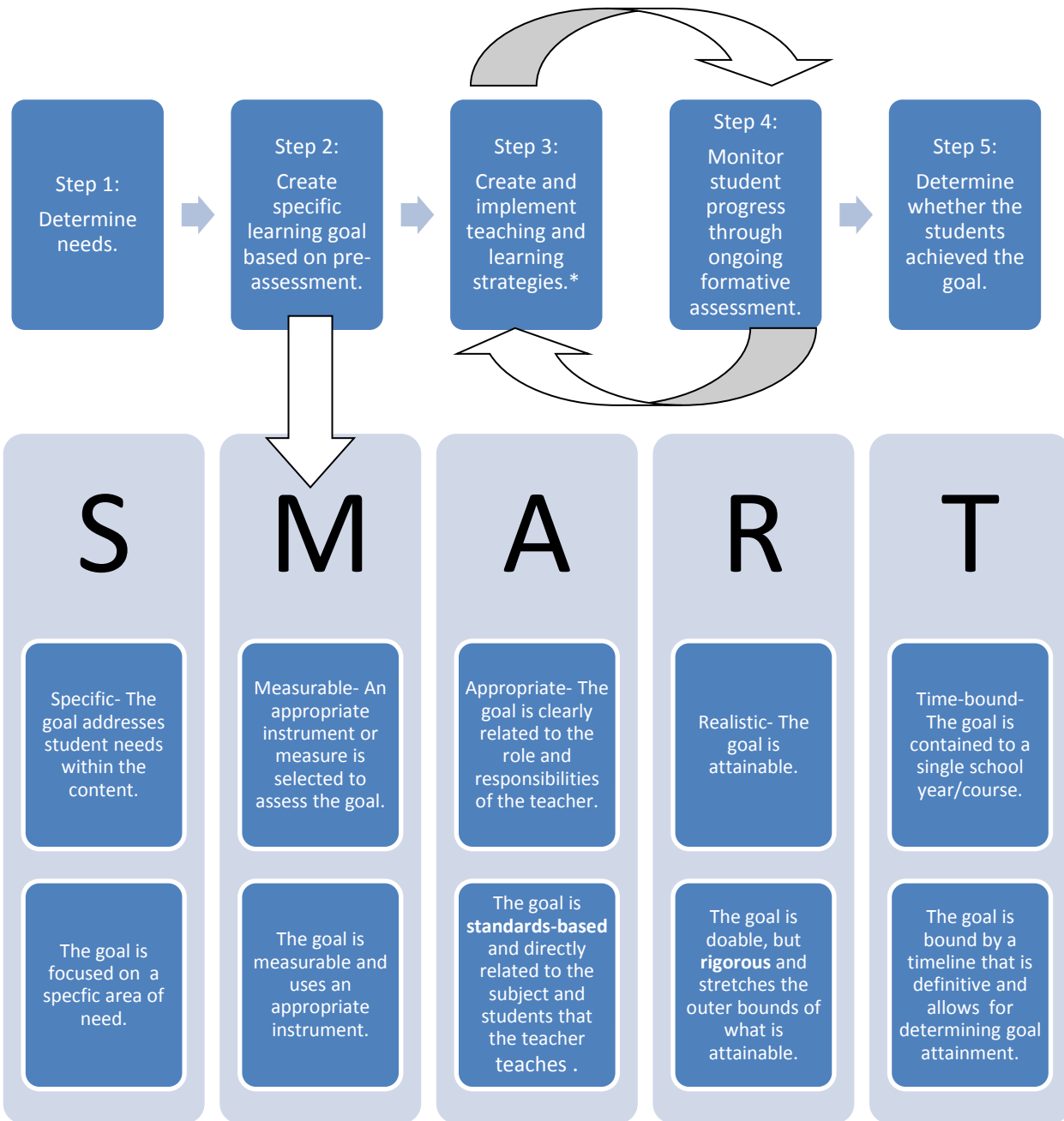
During the Initial Professional Growth Conference, the educator meets with their evaluator to discuss the educator’s self-evaluation, focusing on strengths and opportunities for growth. At this time, the evaluator and educator also collaborate on potential Student Learning and Growth Goals as well as a Professional Growth Goal. If applicable, the evaluator and educator also discuss PDU requirements for license renewal.

All educators, in collaboration with their administrator, must complete two student growth goals each school year. Goals will be written in a SMART goal format. These should be focused goals that span the entire length of the selected course. Goals will come from the following two categories:

Category	Types of Measures	Guidance
1	<ul style="list-style-type: none"> • Oregon's state assessments* <ul style="list-style-type: none"> ○ SMARTER Balanced (formerly OAKS) ○ Extended Assessments 	<ul style="list-style-type: none"> • Same assessment and administration guidelines are used statewide <p><i>*Required beginning in the 2015-16 school year</i></p>
2	<ul style="list-style-type: none"> • Commercially developed assessments that include pre- and post-measures • Locally developed assessments that include pre- and post-measures • Results from proficiency-based assessment systems • Locally-developed collections of evidence, i.e. portfolios of student work that include multiple types of performance 	<ul style="list-style-type: none"> • Same assessment and administration guidelines are used district-wide or school-wide • Assessments meet state criteria

Performance Level		Definitions of Performance as Applied to Standards of Professional Practice
1	Does Not Meet Standard	The performance is unacceptable and must improve significantly.
2	Area to Strengthen	The performance is satisfactory, but there are specific areas that can be improved.
3	Effective	The performance is strong and there are no apparent weaknesses.
4	Highly Effective	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. There must be significant evidence for the teacher to be ranked highly effective on a teaching standard.

Step-By-Step SMART Goal Process



*In step 3, administrators would include leadership strategies that reflect their school or district responsibilities.

SMART Goal Guidelines:

Typical SMART Goal format: Percentage of [*student group*] scoring proficient and higher in [*content area*] will increase from [*current reality %*] to [*goal %*] by the end of [*month or quarter*] as measured by [*assessment tool*] administered on [*specific date – two consecutive day*].

Example: Percentage of **grade 6** students scoring proficient and higher in **writing** will increase from **13%** to **58%** by **October 30** as measured by a **teacher-created writing prompt assessment** administered on **October 30 or 31**.

SMART Goal #1:

Percentage of _____ scoring at proficiency or higher in _____ will increase from _____% to _____% by the end of _____ as measured by _____ administered _____.

Examples:

Not a SMART goal:

- **Students will improve their writing skills in English 10. *Does not identify a measurement or time frame. The “trend” is not measurable.***
- **Fifth grade students will improve mathematical modeling in algebraic relationships as measured by fifth grade common formative assessments. *Does not identify time frame or the quantifiable numbers for improvement. What is the trend?***
- **As measured by the 8th grade common formative assessment for writing organization, 8th grade students will improve their organization by 50% during the 2009-2010 school year. *Does not identify the trend data or proficiency level.***

SMART goals:

Grade 3 example: By the end of June 2015, 100% of my students will grow one point on the language/conventions section of the writing rubric measured by double scoring 3 writing samples throughout the year.

By the end of June 2015, 100% of my students will make measurable growth in oral fluency, assessed using the DIBELS test: Intensive group: .75 wcpm each week (23); Strategic group: .87 wcpm each week (26); Benchmark group: 1 wcpm each week (30)

Grade 2 example: In the 2016/17 school year, 100% of my students will increase their grade equivalency on the STAR reading assessment, as measured by assessments given in the fall and the spring. Group A will increase grade equivalency score by .8; Group B will increase grade equivalency score by 1.0; Group C will increase grade equivalency score by 1.4

In 2016/17, 100% of my students will increase their scores on the section of the Carson-Dellosa Math Skills Assessment addressing 2.NBT.6 and 2.NBT.7 as measured by a pre-test given in the fall of 2015 and a post test given in the spring of 2016.

The 27 students that scored 0/8 will increase their score by at least 6 points. The 1 student that scored 2/8 will increase their score by at least 4 points.

Grade 1 example: As of spring 2017, 100% of my students will show measurable growth within their reading based on the individual NWF DIBELS Next scores.

Students who are intensive will increase their CLS by at least 20 sounds. Students who are strategic in CLS will increase their CLS by at least 20 and their WWR scores will increase by at least 5 words. Students who are core will remain at core in both components of NWF.

Student Learning & Growth Goals (SLGG)

Below are suggested steps in using the tools and documents in this evaluation booklet.

1. Read the explanation below regarding the criteria for Student Learning and Growth Goals from the Oregon Framework for Teacher and Administrator Evaluation and Support Systems. We must follow these criteria.

Student Learning and Growth: Evidence of teachers' contribution to student learning and growth. Teachers will establish at least two student learning goals and identify strategies and measures that will be used to determine goal attainment (see table on page 19). They also specify what evidence will be provided to document progress on each goal.

- a) *Teachers who are responsible for student learning in tested subjects and grades (i.e. ELA and mathematics in grades 3-8, 11) will use state assessments as one measure (category 1) and will also select one or more additional measures from category 2 or 3 that provide additional evidence of students' growth and proficiency/mastery of the standards, and evidence of deeper learning and 21st century skills.*
 - b) *Teachers in non-tested (state test) subjects and grades will use measures that are valid representations of student learning standards from at least two of the following three categories, based on what is most appropriate for the curriculum and students they teach.*
1. Assess your students.
 2. Write a SMART (Specific, Measurable, Appropriate, Realistic, and Time-bound) goal.
 3. Complete SLGGs in electronic evaluation system.
 4. Meet with your administrator/evaluator to review your SLGGs.
 5. Assess and collect evidence supporting the SLGGs.
 6. Meet mid-course (mid-year) with your administrator/evaluator and make adjustments as necessary to meet your three goals (two for contract teachers who are NOT on an evaluation year).
 7. Continue assessing and collecting evidence supporting the goals.
 8. Meet with administrator/evaluator for summative review.

Professional Learning Goal

Below are suggested steps in using the tools and documents in this evaluation booklet.

1. Review domains 1, 2, 3, 4 and 5 on the Teacher Evaluation Rubric (adopted from Kim Marshall). Self-assess in all of the 5 domains by logging on to Talent Ed Perform and clicking on the appropriate level (Highly Effective, Effective, Area to Strengthen, and Does Not Meet Standards) on the document.
2. Meet with the administrator and review scores on self-assessment.
3. If the teacher and administrator disagree on the scores, then they discuss and collaboratively resolve the disagreement. Possible next steps are: use the rubric as a framework (for example, explicitly define the words in the rubric) and/or the teacher can support his/her position by providing additional evidence.
4. Collaborate with your evaluator to write your SMART goal (on evaluation years for contract teachers/each year for probationary teachers).
5. Assess and collect evidence supporting the PPG throughout the year.
6. Meet mid-course (mid-year) with your administrator/evaluator and make adjustments as necessary to meet your four goals.
7. Continue assessing and collecting evidence supporting the goals.
8. Meet with administrator/evaluator for summative review.

Examples of Professional Growth: Projects/Strategies/Activities

The activities listed here are not exclusive. Teachers are encouraged to choose meaningful professional growth activities that are relevant to their work and will make a difference in their teaching. These should be chosen based on each individual's evaluation rubric and goals. Activities listed below are meant to be suggestions and examples of potential activities.





Supervisor approval is required to make sure your idea helps support your professional growth.

Action Research Project

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

Example: A team of teachers wants to research effective ways to teach writing. The team decides on different writing instructional strategies and how performance data will be collected, analyzed, and shared. This could be a school-based project or an activity that involves teachers from several different schools.

Suggestions: The major components of action research include:

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

Book Study

Definition: A book study can occur either with a small group of teachers or a teacher can do a book study alone. The Teaching and Learning Center (TLC) has a number of excellent sets of books that can be borrowed for a book study. Books may be selected from other sources as well.

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

Suggestions: Contact the Teaching and Learning Center (TLC) for more information about books the district has available. The books cover a wide variety of subjects and topics. Other great resources for educational books are: Corwin Press (www.corwinpress.com), Rowman Education (www.rowmaneducation.com), ASCD (www.ascd.org) and Heinemann Press (www.heinemann.com).

Curriculum Audit

Definition: A curriculum audit is a way to have experts from outside your school building observe your classroom and sit down with you to analyze what you are teaching and how you are teaching it. Curriculum audits can be done alone or with a group of teachers. After the audit, you will have a deeper understanding of state standards and how to design curriculum that effectively meets those standards.

Example: A teacher at the secondary level requests a curriculum audit in how he/she is helping students access text. An expert in secondary reading strategies would meet with the teacher, observe instruction, model lessons, review curriculum, and then provide some concrete ideas and strategies on ways the teacher can support reading at the secondary level.

Suggestions: Curriculum audits can be done individually or with small groups of teachers. Teachers who are implementing a new curriculum can benefit greatly from a curriculum audit. Since audits are specific to content expertise, please contact TLC for a curriculum audit.

Curriculum Development

Definition: Curriculum development involves designing new curriculum or implementing curriculum that has been provided for the first time.

Example: A group of elementary teachers would like additional support for implementing the new reading adoption. They agree to meet monthly after school to share strategies they are using to implement the curriculum and share lesson plans they are developing.

Suggestions: Curriculum development can be done alone or in small groups. It is usually more effective in small groups because ideas and strategies can be shared. It is important to get expert advice and/or support when designing curriculum. Strong curriculum development should include a yearlong plan that is tightly aligned with state standards and assessments. Contact TLC for more information about this activity.

Graduate Coursework

Definition: Graduate coursework includes classes taken to obtain a master's degree, further your learning, or obtain an additional teaching endorsement.

Example: A teacher would like to add a reading endorsement to his/her teaching license and enrolls in a university to obtain this endorsement. Realizing this may be a several year project, he/she embarks on a multi-year journey. In addition to campus-based courses, there are now a variety of high-quality online courses that can be taken. Online courses provide the flexibility of learning without having to travel, and being able to learn on one's own time schedule.

Suggestions: When taking courses, teachers need to be sure to share their knowledge with colleagues and supervisors. Graduate coursework can be extremely stimulating—especially when knowledge is shared with others and applied in classrooms. Teachers are encouraged to contact Human Resources regarding any tuition assistance that is available prior to enrolling in graduate coursework.

Technology

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

Example: A teacher attends trainings and workshops in order to use the SMART Board more effectively to improve student performance. He/She then facilitates monthly staff trainings to share the knowledge gained.

Suggestions: Teachers should pick a technology about which they are excited or that they know other teachers have used successfully. All new technology innovations require training and time to implement. It may look cool and flashy, but there is a lot of hard work associated with any new technology. Teachers should have the interest, passion, and support necessary before embarking on a technology project. Many of them require additional funds which should be secured before the project is initiated.

Peer Mentoring: Providing Support to/with Colleagues

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

Example: Three teachers attend a Jo Robinson training and would like to see how effectively they are implementing the new strategies. They decide to meet once a month to talk about curriculum development and agree to observe each other once a month.

Suggestions: Peer mentoring under this model is completely informal. It is up to the teachers to arrange all of their interactions. It is important to have prior support of one's administrator for this professional growth activity.

Portfolio: Collection of Evidence

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

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

Suggestions: Since portfolios not only document what one has done as a teacher but also help guide future instruction, they can be very helpful projects. They can also be used by teachers to direct energy toward student success.

Professional Development, Activities, Workshops, and Conferences

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

Suggestions: Professional growth is most effective when it is connected to teacher interest and/or building and district goals. When determining professional development activities to pursue, teachers should think about the areas of teaching in which they would like to grow. Building site plan or district goals should also be considered.

Videotape Analysis

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

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

Suggestions: When watching a video, it is important to jot down a few notes or use the evaluation rubric to choose one or two things to improve, rather than be overwhelmed by several things observed.

Other

Teachers can create their own options for professional growth. The experience should be personally **RELEVANT** and **MEANINGFUL**.

STUDENT LEARNING/PROFESSIONAL GROWTH GOALS: GOAL SETTING - (TalentEd Perform)

Student Learning Goal #1: Content

- The goal is being written around which grade/subject/level?

Student Learning Goal #1: Context

- What are the characteristics or special learning circumstances of my school/class?
- What are the demographics of my school/class? (IEP, 504, TAG)

Student Learning Goal #1: Baseline Data

- What are the current performance levels of my students?
- Attach supporting data.

Student Learning Goal #1: Rationale

- Describe how the focus of the goal was determined.

Student Learning Goal #1: Student Growth Goal Statement

- Does my goal meet the SMART criteria?
- SMART (Specific, Measureable, Appropriate, Rigorous/Realistic, Time bound)

Student Learning Goal #1: Strategies for Improvement

- How will I help students attain this goal?
- Provide specific actions that will lead to goal attainment.

Student Learning Goal #2: Content

- The goal is being written around which grade/subject/level?

Student Learning Goal #2: Context

- What are the characteristics or special learning circumstances of my school/class?
- What are the demographics of my school/class?

Student Learning Goal #2: Baseline Data

- What are the current performance levels of my students?
- Attach supporting data.

Student Learning Goal #2: Rationale

- Describe how the focus was determined.

Student Learning Goal #2: Student Growth Goal Statement

- Does my goal meet the SMART criteria?
- SMART (Specific, Measureable, Appropriate, Rigorous/Realistic, Time bound)

Student Learning Goal #2: Strategies for Improvement

- *How will I help students attain this goal?*
- *Provide specific actions that will lead to goal attainment.*

Professional Learning Goal:

- *How will I improve my instruction to impact my student learning?*
- *What activities are necessary to make that change?*
- *What are my measures of success?*

Resources and Support:

- *What resources and support do I need to meet my Professional Learning Goal?*

STUDENT LEARNING/PROFESSIONAL GROWTH GOALS: **MID-YEAR REVIEW - (TalentEd Perform)**

Collaborative Mid-Year Goal Review:

- *What progress has been made?*
- *Are there any circumstances that are impacting the progress of your goals?*
- *Include a brief reflection on progress made.*

Strategy Modification:

- *What adjustments need to be made to my strategies?*

STUDENT LEARNING/PROFESSIONAL GROWTH GOALS: **SUMMATIVE CONFERENCE - (TalentEd Perform)**

End-of-Year Data:

- *What does the end of the year data show?*
- *Attach data*

Reflection on Results:

- *Overall, what worked, or what should be refined?*

Professional Learning Plan Implications:

- *How can I use these results to support my professional learning?*

Throughout the Year . . .

Observations

Evaluations will consist of a minimum of 4 observations annually (Minimum of 10-20 minutes each). Each observation should include written feedback from the evaluator. It is best practice that a face-to-face conference to discuss the feedback takes place between the educator and evaluator after the formal observation.

Mid-Year Review

This meeting provides an opportunity for the educator to sit with his/her evaluator and discuss progress on Professional and Student Learning and Growth Goals. At this time, any additional support needed to meet the goals or any required adjustments in strategies can be discussed. Prior to this meeting, the educator must complete the Mid-Year Review form in the electronic evaluation system.

Performance Level		Definitions of Performance as Applied to Standards of Professional Practice
1	Does Not Meet Standard	The performance is unacceptable and must improve significantly.
2	Area to Strengthen	The performance is satisfactory, but there are specific areas that can be improved.
3	Effective	The performance is strong and there are no apparent weaknesses.
4	Highly Effective	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. There must be significant evidence for the teacher to be ranked highly effective on a teaching standard.

MINI OBSERVATION FORM (SHORT SHOT)

SAMPLE – TalentEd Perform

Core Principles for Exemplary Instruction (Key Look Fors):

Grouping Students – maintaining balance with TAPS (T-Total, A-Alone, P-Pair, S-Small group) with a particular attention on limiting the amount of overall Total (whole group/stand and deliver) time.

Specifics:

Cognitive Rigor – Ensuring a balance regarding cognitive levels with significant access to higher level thinking (Blooms).

Specifics:
Yes / No

Grouping Students – maintaining balance with TAPS (T-Total, A-Alone, P-Pair, S-Small group) with a particular attention on limiting the amount of overall Total (whole group/stand and deliver) time.

Cognitive Rigor – Ensuring a balance regarding cognitive levels with significant access to higher level thinking (Blooms).

Comments:

What are the students doing?

What is the teacher doing?

What is being learned?

MINI OBSERVATION FORM - (QUESTIONING AND ENGAGEMENT)

SAMPLE – TalentEd Perform

Class/Subject:

Observer(s):

Date of Observation:

Questioning and Follow-up

___ Rigor: Expectations for all students are consistently high and the instructional strategies and questions used ensure that the work requested optimally challenges all students to move from where they are toward higher standards of achievement.

Teacher Actions/Questions:

Student Actions/Responses:

Engagement Strategies:

___ Engagement: Students are actively processing information (listening, watching, reading, thinking) or communicating information (speaking, performing, writing) in ways that indicate they are focused on the learning. Engagement is behavioral (participation and positive conduct), emotional (signs of interest), and cognitive (exertion of mental effort.)

Structured Opportunities:

Calling Patterns:

Other (wait time, etc.)

Who did more work/discussion?

Students

Teachers

Lesson Reflection Prompts

As you reflect on the lesson, what stood out or comes to mind? What were some things that were satisfying? What would you like to explore?

Review Evidence from the observation.

Given your success, what might have influenced what happened?

What might be a concern you have about the lesson?

What might be the one aspect you want to focus on in the future?

What are the big ideas/take-aways?

What next steps would you like to take?

MINI OBSERVATION FORM – (LEARNING WALK)

SAMPLE – TalentEd Perform

Date/Time of Observation:

Observer(s):

Activity/Lesson Observed:

Focus of Observation:

Evidence that Supports the Focus:

I wonder:

Other Comments:

At the end of the year...

Artifacts

Throughout the course of a review year, *all* educators must compile evidence that demonstrates their effectiveness in line with the performance standards.

Summative Evaluation Meeting

Evaluators will assess each educator using The Oregon Matrix for Summative Evaluations for Teachers and Administrators, which draws from the evaluation of the educator in regards to their professional practices and responsibilities and their progress in student learning and growth.

Evaluators will use a combination of the multiple measures (observations, artifacts, and goals) to complete the evaluation. The evaluator then meets with the educator to review and finalize the Summative Evaluation. At this time, all components of the evaluation should be discussed, as well as the educator's Professional Growth Goal.

Using the Summative Evaluation and year end goal form as a guide, the educator's professional growth plan implications can be discussed. This also provides an opportunity to discuss Professional Development Units for license renewal. Prior to this meeting, the educator must submit the summative form and all data associated with goals.

DOMAIN 1: PLANNING AND PREPARATION FOR LEARNING

STANDARD A: KNOWLEDGE

Guiding Questions:

- Is the content being taught connected to state, district, or national standards?
- Is the content being taught connected to the previous or next lesson?
- Can the teacher state his/her student learning goals? Are these goals measurable? Are they stated in terms of student learning?
- Is the content being taught, aligned to provided pacing guides?

1 Does Not Meet Standards	2 Area to Strengthen	3 Effective	4 Highly Effective
<p>☐ The teacher's knowledge of the subject matter is limited, demonstrated by inaccurate communication or an inability to translate knowledge into meaningful instructional goals, unit plans, and daily lessons. The teacher is not taking any significant steps to improve subject matter knowledge.</p>	<p>☐ The teacher's knowledge of the subject matter is limited, demonstrated by inaccurate communication or an inability to translate knowledge into meaningful instructional goals, unit plans, and daily lessons. The teacher is taking significant steps to improve subject area knowledge.</p>	<p>☐ The teacher's knowledge of the subject matter is demonstrated by accurate communication and an ability to translate knowledge into meaningful instructional goals, unit plans, and daily lessons.</p>	<p>☐ The teacher is an expert in the subject area as demonstrated by accurate communication, an ability to translate knowledge into meaningful instructional goals, unit plans, and daily lessons and to train colleagues.</p>

Possible evidence to look for:

- The teacher develops standards-based lessons with PLC team.
- Year-long, unit, and weekly lesson plans have been developed that include learning goals and learning objectives.
- The teacher anticipates misunderstandings students might have and plans strategies for eliminating them.
- The students demonstrate success on summative assessments.

DOMAIN 1: PLANNING AND PREPARATION FOR LEARNING

STANDARD B & C: STANDARDS AND LESSONS

Guiding Questions:

- Is the content being taught connected to state, district, or national standards?
- Is the content being taught connected to the previous or next lesson and student learning needs?
- Can the teacher state his/her student learning goals? Are these goals measurable? Are they stated in terms of student learning?
- Is the content being taught aligned to provided pacing guides?

1 Does Not Meet Standards	2 Area to Strengthen	3 Effective	4 Highly Effective
<input type="checkbox"/> There is no evidence of long term planning that is aligned with state standards and district pacing guides.	<input type="checkbox"/> The teacher has limited evidence of long term planning that is aligned with state standards and district pacing guides.	<input type="checkbox"/> The teacher has a written plan for the year that is aligned with state standards, district pacing guides (if available) and district & state assessments.	<input type="checkbox"/> The teacher has evidence of a detailed written long-term plan and consistent use of a long term plan for the year that is aligned with state standards and district pacing guides (if available) and district & state assessments.
<input type="checkbox"/> Limited or no evidence of regular lesson planning.	<input type="checkbox"/> The teacher plans daily lessons with some evidence of alignment with unit goals, PLC curriculum planning, district pacing guides (if available), and/or state standards.	<input type="checkbox"/> The teacher regularly plans daily lessons that are aligned with unit goals, PLC curriculum planning, district pacing guides (if available) and/or state standards.	<input type="checkbox"/> The teacher regularly plans daily lessons that are responsive to prior student performance and aligned with unit goals, PLC curriculum planning, district pacing guides (if available), and/or state standards.

Possible evidence to look for:

- The teacher develops standards-based lessons with PLC team.
- Year-long, unit, and weekly lesson plans have been developed that include learning goals and learning objectives.
- The teacher anticipates misunderstandings students might have and plans strategies for eliminating them.
- The students demonstrate success on summative assessments.
- The teacher shows attention to what the students are learning and adjusts lessons accordingly.

DOMAIN 1: PLANNING AND PREPARATION FOR LEARNING

STANDARD D: ENVIRONMENT

Guiding Questions:

- Is the classroom organized in a way that supports instruction?
- Does the teacher have materials organized and easily accessible?
- Do students have ownership of the classroom environment?
- Is the room set-up and classroom environment safe, accessible, and conducive to high levels of learning?

1 Does Not Meet Standards	2 Area to Strengthen	3 Effective	4 Highly Effective
<p><input type="checkbox"/> Furniture, equipment, materials, student seating arrangement and/or displays hinder student engagement. Physical distractions are significant.</p>	<p><input type="checkbox"/> Furniture, equipment, materials, student seating arrangement, and/or displays lack organization to support the lesson but do not appear to negatively impact student engagement. There are some physical distractions present.</p>	<p><input type="checkbox"/> Furniture, equipment, materials, student seating arrangement, and/or displays appear to support student engagement. Physical distractions are limited.</p>	<p><input type="checkbox"/> Furniture, equipment, materials, student seating arrangement, and/or displays appear to enrich-student engagement. Physical distractions are minimal. Students can manage the physical environment without prompting.</p>

Possible evidence to look for:

- Classroom is organized and welcoming.
- Classroom is free of physical hazards.
- The students/groups have adequate space required by the learning tasks.

DOMAIN 2: CLASSROOM MANAGEMENT

STANDARD A: STANDARDS OF BEHAVIOR

Guiding Questions:

- Can the teacher clearly articulate classroom and school expectations?
- Does the teacher enforce classroom and school expectations?
- Can students articulate the classroom and school expectations?

1 Does Not Meet Standards	2 Area to Strengthen	3 Effective	4 Highly Effective
<input type="checkbox"/> Standards of student conduct do not appear to have been established.	<input type="checkbox"/> Standards of student conduct are established, but their implementation is inconsistent.	<input type="checkbox"/> Standards of student conduct are established, regularly modeled/practiced, and are consistently implemented.	<input type="checkbox"/> Standards of student conduct are established, regularly modeled/practiced, and are consistently implemented. Students are encouraged to take an active role in monitoring their own behavior and that of other students against the classroom standards of conduct.

Possible evidence to look for:

- There is evidence of a system of classroom management.
- Classroom expectations are posted, taught, reinforced and re-taught.
- The students are aware of classroom and school expectations.
- The students demonstrate articulate the classroom and school expectations clearly and consistently.

DOMAIN 2: CLASSROOM MANAGEMENT

STANDARD B: RELATIONSHIPS

Guiding Questions:

- Do students feel safe, respected and valued?
- Does the teacher respond to students' treatment of each other in the classroom?
- Is the teacher familiar with behavior systems that promote climates of respect and learning?

1 Does Not Meet Standards	2 Area to Strengthen	3 Effective	4 Highly Effective
<p>❑ The teacher is sometimes unfair and/or disrespectful to students; plays favorites, berates students. The teacher does not address disrespectful behavior among students resulting in a hostile learning environment for some students.</p>	<p>❑ The quality of interactions between the teacher and students, or among students, is uneven, with occasional disrespect. The teacher attempts to respond to disrespectful behavior among students with uneven results.</p>	<p>❑ The teacher demonstrates fair and respectful behavior toward all students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful.</p>	<p>❑ The teacher demonstrates respect and fairness for all students resulting in strong working relationships with students and among students. Students show respect for the teacher and are encouraged to exhibit high levels of civility toward each other.</p>

Possible evidence to look for:

- The teacher is familiar with and uses effective behavior strategies to maintain positive behavior in the classroom.
- The students know and follow directions.
- The students treat one another with respect.
- The teacher successfully develops students' self-discipline, self-confidence, and a sense of responsibility.

DOMAIN 2: CLASSROOM MANAGEMENT

STANDARDS C & D: ROUTINES AND TRANSITIONS

Guiding Questions:

- Does the teacher have a coherent and comprehensive system for managing classroom procedures?
- Do students have ownership during transitions and know what is expected of them so that instructional time is not lost?
- Are the instructional materials easily accessible and ready for use?
- Are routines established, practiced, and consistently followed by all?

1 Does Not Meet Standards	2 Area to Strengthen	3 Effective	4 Highly Effective
<p><input type="checkbox"/> Classroom routines are not taught and/or not practiced throughout the year resulting in lost instructional time.</p>	<p><input type="checkbox"/> Classroom routines are partially effective, and/or are not practiced sufficiently throughout the year resulting in some loss of instructional time. Students display confusion and/or ask clarifying questions about classroom routines.</p>	<p><input type="checkbox"/> Classroom routines are taught effectively and are practiced during the year, as needed, so students maintain them all year resulting in little loss of instructional time. With minimal assistance, students follow established classroom routines.</p>	<p><input type="checkbox"/> Classroom routines are taught and practiced so well that the classroom appears to almost run itself. Instructional time is maximized. Routines are well understood and may be initiated by students.</p>
<p><input type="checkbox"/> Transitions are not attempted or when transitions occur the teacher is unable to maintain control of the students.</p>	<p><input type="checkbox"/> Transitions function unevenly, and/or are not efficient leading to some disruption of learning.</p>	<p><input type="checkbox"/> Transitions are well-managed and efficient with little loss of instructional time.</p>	<p><input type="checkbox"/> Transitions are well-managed, efficient, and are successful in maximizing learning time. Students are involved in ensuring that transitions are accomplished smoothly.</p>

Possible evidence to look for:

- Instructional time is not lost during transitions.
- The teacher has a very clear and articulated system for managing all classroom procedures.
- The students know, understand, and can explain the classroom management system to others.

DOMAIN 2: CLASSROOM MANAGEMENT

STANDARD E: MONITORING AND PREVENTION

Guiding Questions:

- Is the teacher aware of strategies that reinforce positive behavior and can help prevent negative behavior?
- Does the flow of the lesson continue without disruption?
- Do students model being safe and respectful?
- Is the teacher familiar with behavior systems that promote climates of respect and learning?
- Is the teacher aware of student behavior issues and potential triggers?

1 Does Not Meet Standards	2 Area to Strengthen	3 Effective	4 Highly Effective
<p><input type="checkbox"/> The teacher is unsuccessful or makes no attempts at preventing or responding to student misbehavior that disrupts the flow of the lesson.</p>	<p><input type="checkbox"/> The teacher makes attempts to prevent and respond to student misbehavior with some success but there are a significant number of disruptions that are not successfully prevented.</p>	<p><input type="checkbox"/> The teacher is able to prevent and respond to student misbehavior with success. Some attempts at prevention are still apparent and may interfere with the flow of the lesson.</p>	<p><input type="checkbox"/> The teacher is able to prevent and respond to student misbehavior with success using methods that are subtle, proactive, and preventative and do not interfere with the flow of the lesson. Students are encouraged to take an active role in monitoring their own behavior and that of their peers against the established standards of classroom conduct.</p>

Possible evidence to look for:

- The teacher is familiar with and uses effective behavior strategies to maintain positive behavior in the classroom.
- The teacher supports and implements the individual and school-wide behavior support systems.
- The students know and follow directions.
- The students treat one another with respect.
- The teacher successfully develops students' self-discipline, self-confidence, and a sense of responsibility.

DOMAIN 2: CLASSROOM MANAGEMENT

STANDARD F: POSITIVE CLASSROOM SUPPORTS

Guiding Questions:

- Does the teacher understand the critical elements of teaching, positive reinforcement and logical consequences via the school's behavior support system?
- Is the teacher aware of strategies that reinforce positive behavior and can help prevent negative behavior?
- Is the teacher aware of the importance of prevention versus reaction in dealing with negative behavior?

1 Does Not Meet Standards	2 Area to Strengthen	3 Effective	4 Highly Effective
<p><input type="checkbox"/> Classroom tone is negative and there are no systems in place. Positive feedback is rare, and most teacher-student interactions are characterized by a negative or sarcastic tone.</p>	<p><input type="checkbox"/> Classroom systems are inconsistent even though tone may be positive. However, there are multiple incidents of teacher-student interactions that are characterized by a negative or sarcastic tone.</p>	<p><input type="checkbox"/> Classroom systems create a climate that is positive and welcoming. Teacher-student interactions are characterized by positive feedback that far outnumbers negative corrections.</p>	<p><input type="checkbox"/> Classroom systems create a climate that is positive and welcoming. Students are encouraged to take some responsibility in maintaining the positive classroom climate and monitoring their own behavior.</p>

Possible evidence to look for:

- There is evidence of a system of classroom management that utilizes data.
- The teacher is familiar with and uses effective behavior strategies to maintain positive behavior in the classroom.
- The teacher supports and implements the positive behavior support system at the school.
- The students are generally well behaved.
- The students treat one another with respect and encourage positive behavior in peers.
- The teacher successfully develops students' self-discipline, self-confidence, and a sense of responsibility.
- The teacher has positive behavior recognition in place.

DOMAIN 3: DELIVERY OF INSTRUCTION

STANDARD A: EXPECTATIONS

Guiding Questions:

- Does the teacher communicate, both verbally and nonverbally, a belief all students can and will succeed?
- Does the teacher know and understand the students' needs?
- Does the teacher communicate a growth mindset (tells students that effective effort, not innate ability, is the key)?

1 Does Not Meet Standards	2 Area to Strengthen	3 Effective	4 Highly Effective
<p>☐ Instructional goals, activities, assignments, classroom interaction, and/or environment convey medium to low academic expectations for at least some students. Hard work is not expected or valued by the teacher or students.</p>	<p>☐ Instructional goals, activities, assignments, classroom interactions, and/or environment convey only modest expectations for most students. The teacher rarely expects or recognizes student effort. Student actions may indicate that they are interested in task completion rather than quality.</p>	<p>☐ Instructional goals, activities, assignments, classroom interactions, and environment convey high expectations for most students. The teacher expects student effort and recognizes it. Students understand their roles as learners and consistently expend effort to learn.</p>	<p>☐ Instructional goals, activities, assignments, classroom interactions, and environment convey high expectations for all students. Students demonstrate initiative to improve the quality of their work and recognize the efforts of their classmates.</p>

Possible evidence to look for:

- The teacher makes apparent high expectations and determination, and convinces all students they will master the material. Conveys the idea that this is important, you can do it, and I'm not giving up on you.

DOMAIN 3: DELIVERY OF INSTRUCTION

STANDARD B: GOALS

Guiding Questions:

- Does the teacher post learning goals and/or objectives in the classroom?
- Are students aware of and able to reference learning goals and/or learning objectives?
- Do students use rubrics to guide learning and self-evaluation?

1 Does Not Meet Standards	2 Area to Strengthen	3 Effective	4 Highly Effective
<p>❑ The teacher does not reference lesson objectives or lesson objectives are rarely posted or stated.</p>	<p>❑ The teacher refers in passing to the purpose of the instruction. Tells students the learning objectives. Lesson objectives may be posted but are not referred to, elaborated on, or explained.</p>	<p>❑ The teacher gives students a clear sense of the purpose of the instruction. Learning objectives are posted and explained.</p>	<p>❑ The teacher gives students a clear sense of the purpose of the instruction by posting learning objectives and stating the learning goals at some point during the lesson. Rubrics, exemplars of proficient work, and/or other assessment criteria are referred to and regularly evident. Students can articulate the learning goals and/or learning objectives.</p>

Possible evidence to look for:

- The teacher is organized, knows the required learning goals, and is effectively able to communicate those goals and their learning objectives to students in a way that they understand what is delivered.
- Essential questions, goals, rubrics or anchor papers (exemplars) are used in instruction and/or posted in class.
- Learning goals and/or objectives are posted in the classroom.
- The students identify and clearly communicate learning goals.
- The students utilize rubrics to guide assignments and learning.

DOMAIN 3: DELIVERY OF INSTRUCTION

STANDARD C: CONNECTIONS TO PRIOR LEARNING

Guiding Questions:

- In what ways does the teacher activate prior knowledge and connect it to new learning?
- Do students connect prior learning to new concepts and material?
- Are lessons and concepts being compared to real world situations and experiences?

1 Does Not Meet Standards	2 Area to Strengthen	3 Effective	4 Highly Effective
<p><input type="checkbox"/> The teacher makes little or no attempt to activate prior knowledge or to relate it to new learning.</p>	<p><input type="checkbox"/> The teacher sometimes attempts to activate students' prior knowledge but may miss opportunities during the lesson to activate prior knowledge or to connect it to new learning.</p>	<p><input type="checkbox"/> The teacher regularly attempts to activate students' prior knowledge and connects it to prior learning.</p>	<p><input type="checkbox"/> The teacher regularly attempts to activate students' prior knowledge while connecting it to new learning. Students are encouraged to contribute to extending peers' activation of prior knowledge and/or new learning.</p>

Possible evidence to look for:

- The teacher and students close lessons or assignments routinely by connecting to prior and future learning.
- Real life objects/materials that connect to lesson concepts are used in the classroom.
- Teacher designs real world learning opportunities (e.g. science fairs, field trips, guest speakers, etc.)
- Teacher capitalizes on teachable moments.
- Students are encouraged to make connections to deeper understanding.

DOMAIN 3: DELIVERY OF INSTRUCTION

STANDARD D: CLARITY OF EXPECTATIONS

Guiding Questions:

- Is lesson delivery clear and easy to understand?
- Does the teacher know and understand the students' needs?
- Does the teacher use a variety of research based teaching strategies?
- Does the teacher use frequent formative (on-going) assessment techniques to monitor and adjust?

1 Does Not Meet Standards	2 Area to Strengthen	3 Effective	4 Highly Effective
<input type="checkbox"/> The teacher uses explanations, language or examples that are fuzzy, confusing, or inappropriate for the age or culture of the students. Students indicate through their questions that they are confused about the learning task.	<input type="checkbox"/> The teacher uses explanations, language, and/or examples that are sometimes unclear or contain content errors.	<input type="checkbox"/> The teacher uses clear explanations, appropriate language, and relevant examples to present material.	<input type="checkbox"/> The teacher uses clear explanations, appropriate language, and relevant examples to present material. Students are encouraged to contribute to extending the content and explaining the concepts to their classmates.

Possible evidence to look for:

- The teacher is effectively able to communicate the learning goals and objectives to students in a way that they understand and learn from what is delivered.
- Learning goals and objectives are clear to students.
- The teacher has an organized method of lesson delivery.
- Exemplars and non-exemplars are utilized.

DOMAIN 3: DELIVERY OF INSTRUCTION

STANDARD E: QUESTIONING STRATEGIES

Guiding Questions:

- Does the teacher create high levels of engagement?
- Does the instructional lesson elicit higher-order thinking and problem solving?
- Does the teacher use a variety of questioning techniques?

1 Does Not Meet Standards	2 Area to Strengthen	3 Effective	4 Highly Effective
<p>☐ The teacher's questions are of low cognitive challenge, often with single correct answers. Interaction between teacher and students is predominantly teacher mediated and directed.</p>	<p>☐ Most of the teacher's questions promote learning at a recall level or the teacher engages in a monologue with minimal student participation.</p>	<p>☐ Most of the teacher's questions promote student thinking and learning at various levels. Adequate think time is utilized before students respond. The teacher calls on most students, even those who don't initially volunteer.</p>	<p>☐ The teacher uses a variety of questioning strategies to promote a high level of thinking. The teacher utilizes various discussion techniques that ensure active thinking by ALL students.</p>

Possible evidence to look for:

- Questioning strategies promote higher order thinking levels by using Bloom's Taxonomy and/or Webb's Depth of Knowledge.
- Adequate think time is apparent and age appropriate.
- Students help lead questioning and discussion that furthers class understanding.

DOMAIN 3: DELIVERY OF INSTRUCTION

STANDARD F: ENGAGEMENT

Guiding Questions:

- Is the content appropriate for the age and development of students?
- Does the teacher tailor content to students' developmental needs?
- Do lessons utilize a variety of active participation strategies?
- Does the lesson include a variety of questioning techniques likely to engage students?
- Does the teacher create high levels of engagement?

1 Does Not Meet Standards	2 Area to Strengthen	3 Effective	4 Highly Effective
<p><input type="checkbox"/> The teacher makes little attempt to get students actively engaged in the learning tasks.</p>	<p><input type="checkbox"/> The teacher makes some attempts to get students actively engaged, even though some students remain disengaged.</p>	<p><input type="checkbox"/> The teacher regularly and effectively uses best practice strategies to engage students in activities: thinking about, discussing, and applying the ideas and skills being taught.</p>	<p><input type="checkbox"/> The teacher coordinates and monitors highly effective strategies, materials, and groupings to engage all students. Students demonstrate educator's enthusiasm for the subject through their active participation, curiosity, and attention to detail.</p>

Possible Evidence to look for:

- Students are actively engaged in learning.
- The teacher coordinates highly-effective strategies, materials and groupings to involve and motivate students.
- The teacher uses a variety of research based best practices, such as Think-Jot-Pair-Share, Power Teaching, Response Boards, Cold Calls, Cornell Notes, No Opt Out, etc.

DOMAIN 3: DELIVERY OF INSTRUCTION

STANDARD G: DIFFERENTIATION

Guiding Questions:

- Does the teacher use a variety of instructional strategies?
- Is instruction differentiated to meet the needs of all learners?
- Does the teacher have a variety of scaffolding techniques?
- Does the teacher have competent knowledge of individual student learning needs?
- Does the teacher effectively apply and use information gathered about individual student learning/cultural needs to lesson delivery methods?

1 Does Not Meet Standards	2 Area to Strengthen	3 Effective	4 Highly Effective
<input type="checkbox"/> The teacher does not make regular attempts to differentiate instruction for students with special needs.	<input type="checkbox"/> The teacher makes limited attempts to differentiate and scaffold instruction to accommodate students with special needs and/or attempts at differentiation and scaffolding are unsuccessful.	<input type="checkbox"/> The teacher regularly and successfully attempts to differentiate and scaffold instruction to accommodate most students' learning needs.	<input type="checkbox"/> The teacher is successful at differentiating and scaffolding instruction to accommodate all students' learning needs.

Possible evidence to look for:

- Instructional delivery is differentiated to meet the learning needs of all learners.
- Lesson materials are scaffolded to student needs (e.g. leveled questions, pre-reading and pre-teaching, cloze notes, graphic organizers, etc.).
- The planned instruction is relevant to student learning styles, needs, and to cultural differences.
- Specially Designed Instruction: Aligned to goals as written on the I.E.P.

DOMAIN 3: DELIVERY OF INSTRUCTION

STANDARD H: LESSON STRUCTURE AND PACING

Guiding Questions:

- Are lessons structured to meet the needs of all students?
- Does the teacher have competent knowledge of individual student learning needs?
- Does the teacher effectively wrap up the lesson with tie back to the learning goals or objectives?
- Does the teacher use a variety of instructional strategies?
- Is the pace of the lesson appropriate?

1 Does Not Meet Standards	2 Area to Strengthen	3 Effective	4 Highly Effective
<input type="checkbox"/> Lessons generally lack structure, or pacing of lessons is too slow or too rushed.	<input type="checkbox"/> Lessons sometimes have a recognizable structure. Pacing of lessons is inconsistent.	<input type="checkbox"/> Lessons regularly have a clearly defined structure and pacing of lessons is appropriate.	<input type="checkbox"/> Lesson structure is coherent. Pacing of lessons is appropriate and adapted as needed.

Possible evidence to look for:

- Instructional planning shows evidence of differentiation to meet the learning needs of all learners.
- Lesson materials are tailored to student needs (e.g., leveled questions, pre-reading and pre-teaching, cloze notes, graphic organizers, etc.).
- The planned instruction is relevant to student learning styles, needs, and cultural differences.

DOMAIN 3: DELIVERY OF INSTRUCTION

STANDARD I: CHECKS FOR UNDERSTANDING

Guiding Questions:

- Is the teacher familiar with the distinction between assessment **for** learning (formative) and assessment **of** learning (summative)?
- Does the teacher use strategies (verbal, written, and/or kinesthetic) to check for understanding during instruction?
- Is the teacher frequently checking for any student misunderstandings or weak areas of learning?
- Is the learning objective of the lesson clear to both students and teacher so that misunderstandings can be identified?
- Does the teacher handle student misunderstanding or confusion?
- Is the teacher able to correctly identify the causes of student misunderstanding?

1 Does Not Meet Standards	2 Area to Strengthen	3 Effective	4 Highly Effective
<p><input type="checkbox"/> The teacher rarely checks for understanding during instruction, or methods used to check for understanding do not result in the teacher gaining relevant information about student understanding. The teacher provides little or no formative feedback to students during instruction.</p>	<p><input type="checkbox"/> The teacher sometimes checks for understanding or relies on less effective methods that do not result in the teacher gaining relevant information about student understanding. The teacher provides limited or no formative feedback to individual students and the class.</p>	<p><input type="checkbox"/> The teacher uses methods to check for understanding such as questioning, observation of student work, and student interactions. The teacher provides timely, formative feedback to individual students and the class that advances learning.</p>	<p><input type="checkbox"/> The teacher uses methods to check for understanding such as questioning, observation of student work and student interactions. The teacher provides timely formative feedback to individual students and the class that advances learning. Students are encouraged to monitor their own understanding and contribute to advancing the learning of their peers by providing feedback.</p>

Possible Evidence to look for:

- The teacher moves around the room engaging in short probing conversations with students.
- The teacher convenes and/or engages small groups to check for clarity.
- Checks for understanding successfully enable the teacher to discern which students require additional instruction.
- Students are allowed to express their understanding in a variety of ways (verbal, written, and/or kinesthetic).

DOMAIN 3: DELIVERY OF INSTRUCTION

STANDARD J: APPLICATION

Guiding Questions:

- Does the teacher connect the lessons to future learning?
- Does the teacher ask students to summarize (verbally or in writing) the key concepts of the lesson?
- Are lessons and concepts being compared to real world situations and experiences to support district, state, and national standards?

1 Does Not Meet Standards	2 Area to Strengthen	3 Effective	4 Highly Effective
<p><input type="checkbox"/> The teacher rarely has students summarize what they learn and apply it to real-life situations.</p>	<p><input type="checkbox"/> The teacher sometimes has students summarize what they learn and apply it to real-life situations</p>	<p><input type="checkbox"/> The teacher uses questioning and discussion to lead students to summarize their learning and make connections to real-life applications.</p>	<p><input type="checkbox"/> The teacher provides opportunities for students to summarize their own learning and make connections to real-life applications. Students are able to take leadership of summarizing their learning and making connections to real-life applications.</p>

Possible evidence to look for:

- Real life objects/materials that connect to lesson concepts are used in the classroom.
- Teacher designs real world learning opportunities (e.g., science fairs, field trips, guest speakers, etc.).
- Students are empowered to make connections towards developing a deeper understanding.
- Students use Cornell Notes strategies to summarize their learning.

DOMAIN 4: MONITORING, ASSESSMENT, AND FOLLOW-UP

STANDARD A: TENACITY

Guiding Questions:

- Does the teacher seek additional ideas for in-class interventions/modifications from colleagues or specialists to address student needs?
- Does the teacher provide documentation/data for in-class interventions/modifications before seeking outside interventions?
- Does the teacher follow-up when the initial referral recommendations don't work?

1 Does Not Meet Standards	2 Area to Strengthen	3 Effective	4 Highly Effective
<p><input type="checkbox"/> The teacher makes no attempts to intervene/modify strategies to reach students who have difficulty learning.</p>	<p><input type="checkbox"/> The teacher attempts few in-class intervention/modification strategies to reach students who have difficulty learning.</p>	<p><input type="checkbox"/> The teacher first attempts a variety of in-class intervention/modification strategies for students who have difficulty learning before seeking additional school supports.</p>	<p><input type="checkbox"/> The teacher successfully uses a variety of in-class intervention/modification strategies for all students who have difficulty learning and uses recommended interventions from school support staff.</p>

Possible evidence to look for:

- The teacher makes apparent high expectations and determination, and convinces all students they will master the material. Conveys the idea that this is important, you can do it, and I'm not giving up on you.
- The teacher's recordkeeping system enables them to provide data and documentation to the referral team.
- Referral forms are complete and accurate.
- Follow-up is timely and specific.

DOMAIN 4: MONITORING, ASSESSMENT, AND FOLLOW-UP

STANDARD B: ASSESSMENT

Guiding Questions:

- Is the teacher familiar with the distinction between assessment **for** learning (formative) and assessment **of** learning (summative)?
- Does the teacher use assessment data to inform instruction?
- Does the teacher use formative and summative assessment data?
- Does the teacher adjust their curriculum and instruction based on assessment data?

1 Does Not Meet Standards	2 Area to Strengthen	3 Effective	4 Highly Effective
<p><input type="checkbox"/> The teacher does not regular use assessments that are tied to clear learning objectives, district assessments (when available), and or state and national standards.</p>	<p><input type="checkbox"/> The teacher shows limited use of both formative and summative assessments. Assessments are not tied to learning objectives, district assessments (when available), and or state and national standards.</p>	<p><input type="checkbox"/> The teacher consistently uses both formative and summative assessments tied to clear learning objectives, district assessments (when available), and or state and national standards.</p>	<p><input type="checkbox"/> The teacher consistently uses both formative and summative assessments tied to clear learning objectives, district assessments (when available), and or state and national standards developed with a PLC team.</p>

Possible evidence to look for:

- The teacher can describe how he/she uses assessment data prior to instruction.
- The teacher has detailed assessment data and records on student performance.
- Appropriate diagnostic assessments are developed based on the learning goals of the unit.
- Lesson plans incorporate data from pre-assessments and are revised accordingly.

DOMAIN 4: MONITORING, ASSESSMENT, AND FOLLOW-UP

STANDARD C: SPECIALIZED SUPPORT

Guiding Questions:

- Does the teacher seek additional resources/support to address student needs?
- Does the teacher provide documentation/data to assist in referring a student for additional support?
- Does the teacher follow-up when the initial referral recommendations don't work?

1 Does Not Meet Standards	2 Area to Strengthen	3 Effective	4 Highly Effective
<p><input type="checkbox"/> The teacher fails to refer students for special services.</p>	<p><input type="checkbox"/> The teacher sometimes doesn't refer students for special help, and/or refers students without first attempting classroom based interventions and modifications.</p>	<p><input type="checkbox"/> After first attempting classroom based interventions and modifications, the teacher refers students for specialized diagnosis and/or extra help.</p>	<p><input type="checkbox"/> After first attempting classroom based interventions and modifications, the teacher refers students for specialized diagnosis and/or extra help. The teacher makes sure that students who need specialized diagnosis and help receive appropriate services in a timely fashion.</p>

Possible evidence to look for:

- The teacher's recordkeeping system enables them to provide data and documentation to the referral team.
- Referral forms are complete and accurate.
- Follow-up is timely and specific.

DOMAIN 4: MONITORING, ASSESSMENT, AND FOLLOW-UP

STANDARD D: DATA ANALYSIS

Guiding Questions:

- Is the teacher familiar with the distinction between assessment **for** learning (formative) and assessment **of** learning (summative)?
- Does the teacher use assessment data to inform instruction?
- How does the teacher use formative and summative assessment data to plan for future lessons?

1 Does Not Meet Standards	2 Area to Strengthen	3 Effective	4 Highly Effective
<input type="checkbox"/> The teacher does not regularly review student work and assessment data or regularly adjust instruction based on analysis of the data.	<input type="checkbox"/> The teacher analyzes student work and assessments individually to draw conclusions and adjust instruction.	<input type="checkbox"/> The teacher analyzes student work and assessments both individually and with colleagues to draw conclusions and adjust teaching.	<input type="checkbox"/> The teacher analyzes student work and assessments both individually and with colleagues, draws conclusions, adjusts teaching, and provides feedback to students that engage them in instructional improvement.

Possible evidence to look for:

- The teacher participates in regularly scheduled meetings with the PLC/or grade-level team to collaborate on assessment development and data analysis.
- The teacher has archival records of lesson plans with annotations denoting successes, possible revisions and/or need to revisit structure and objective of lessons.
- When appropriate, teacher utilizes student feedback.
- Data analysis system.

DOMAIN 5: PROFESSIONAL RESPONSIBILITIES

STANDARD A: RELIABILITY

Guiding Questions:

- Does the teacher complete assignments on time?
- Is the teacher punctual with duties, assignments, attendance at meetings, and/or paperwork?
- Does the teacher maintain accurate student records?
- Does the teacher reliably perform required duties as assigned?

1 Does Not Meet Standards	2 Area to Strengthen	3 Effective	4 Highly Effective
<input type="checkbox"/> The teacher rarely completes assignments on time; is rarely on time for duties and/or meetings; rarely keeps accurate records; and rarely meets deadlines.	<input type="checkbox"/> The teacher sometimes completes assignments on time; is sometimes on time for duties and/or meetings; sometimes keeps accurate records and sometimes meets deadlines.	<input type="checkbox"/> The teacher regularly completes assignments on time; is regularly on time for duties and/or meetings; regularly keeps accurate records; and regularly meets deadlines.	<input type="checkbox"/> The teacher always completes assignments on time; is always on time for duties and/or meetings; always keeps accurate records; and always meets deadlines.

Possible sources of evidence:

- The teacher maintains accurate student grade and other performance records.
- The teacher is reliable and punctual with duties, assignments and paperwork.
- The teacher maintains student grade records in the Pinnacle system according to district guidelines.
- If applicable: The teacher writes accurate and complete IEPs, and completes IEPs within mandated timeframes.

DOMAIN 5: PROFESSIONAL RESPONSIBILITIES

STANDARD B: SCHOOLWIDE GOALS, INITIATIVES, PROGRAMS, AND MISSION

Guiding Questions:

- Is the teacher aware of building and district goals, mission, programs, and initiatives?
- Does the teacher support these initiatives?
- Does the teacher apply strategies or actions to facilitate the implementation of building and district initiatives?
- Does the teacher positively contribute to the school's mission and improvement plan?

1 Does Not Meet Standards	2 Area to Strengthen	3 Effective	4 Highly Effective
<input type="checkbox"/> The teacher rarely if ever contributes ideas that might help improve the school	<input type="checkbox"/> The teacher occasionally suggests an idea aimed at improving the school.	<input type="checkbox"/> The teacher is a positive team player and contributes ideas, expertise, and time to the overall goals, mission, programs, and initiatives of the school and the district.	<input type="checkbox"/> The teacher frequently contributes valuable ideas and expertise and instills in others a desire to improve student results through the overall goals, mission, programs, and initiatives of the school and the district.

Possible evidence to look for:

- The teacher is able to inspire others to adopt, support, and participate in building and district initiatives.
- The teacher highly values collaboration and positive relationships and is frequently involved in site and district improvement projects.
- The teacher positively contributes to the school's mission and improvement/Title plan.

DOMAIN 5: PROFESSIONAL RESPONSIBILITIES

STANDARD C: PROFESSIONALISM

Guiding Questions:

- Does the teacher respond professionally to all constituents: parents, students, colleagues, supervisors and the community?
- Does the teacher work satisfactorily with students, parents or guardians, administrators and other staff members?

1 Does Not Meet Standards	2 Area to Strengthen	3 Effective	4 Highly Effective
<p><input type="checkbox"/> The teacher demonstrates unprofessional behavior and/or communication with students, staff, supervisors, and/or constituents that impacts his/her effectiveness.</p>	<p><input type="checkbox"/> The teacher demonstrates professional behavior and/or communication with students, staff, supervisors, and constituents; however, there are isolated examples of unprofessional behavior.</p>	<p><input type="checkbox"/> The teacher demonstrates professional behavior and/or communication with students, staff, supervisors, and constituents.</p>	<p><input type="checkbox"/> The teacher demonstrates professional behaviors and/or communication in all interactions with students, staff, supervisors and constituents. The teacher serves as a role model and/or mentor for their colleagues.</p>

Possible evidence to look for:

- The teacher communicates in a respectful and positive manner to everyone.
- The teacher's recordkeeping system is clear, organized, up-to-date, and easy to understand.
- The teacher can be counted on to complete all required duties, reports and paperwork.
- The qualities of a professional demeanor may include ethical and honest judgment, respect of boundaries and confidentiality, and other qualities applicable to the position and school expectations.
- The teacher dresses in an appropriate, professional manner.

DOMAIN 5: PROFESSIONAL RESPONSIBILITIES

STANDARD D: COMMUNICATION WITH PARENTS/GUARDIANS

Guiding Questions:

- Does the teacher communicate effectively and respectfully with parents?
- Does the teacher use a variety of methods to communicate with parents and guardians?
- Does the teacher communicate student progress in a timely manner to students and parents?
- Does the teacher have a recordkeeping and documentation system to keep track of communication with all stakeholders?

1 Does Not Meet Standards	2 Area to Strengthen	3 Effective	4 Highly Effective
<input type="checkbox"/> The teacher makes little or no effort to contact parents or enlist parental support.	<input type="checkbox"/> The teacher contacts parents only in response to parent-initiated requests/concerns and/or shows little initiative to enlist parental support.	<input type="checkbox"/> The teacher takes initiative to contact and enlist parental support when needed, including multiple attempts to contact "hard-to-reach" parents.	<input type="checkbox"/> The teacher regularly provides information to <u>all</u> parents, including "hard-to-reach" parents, through newsletters, class websites, and/or other means in the absence of problems, and enlists parental support when needed.

Possible evidence to look for:

- The teacher communicates in a respectful and positive manner with parents.
- Grades are posted in a timely manner.
- Student work is returned and feedback given in a timely manner.
- The teacher has a system for communicating with parents.
- The teacher is communicates with parents his/her availability to meet.

Pinnacle:

Note: Refer to Pinnacle guidelines in bargaining contract (Attachment F).

DOMAIN 5: PROFESSIONAL RESPONSIBILITIES

STANDARD E: PLC PARTICIPATION FOR IMPROVING STUDENT ACHIEVEMENT

Guiding Questions:

- Does the teacher actively participate in PLC meetings?
- Does the teacher come prepared for PLC meetings?
- Does the teacher support and implement outcomes from the PLC meetings?
- Is the teacher a collaborative and positive colleague during PLC meetings?

1 Does Not Meet Standards	2 Area to Strengthen	3 Effective	4 Highly Effective
<input type="checkbox"/> The teacher does not meet, or meets irregularly, with colleagues in a PLC or other school-based collaborative structure, and/or conversations are off-topic.	<input type="checkbox"/> The teacher meets with colleagues regularly in a PLC or other school-based collaborative structure and conversations do not consistently focus on analyzing student work, setting learning targets, planning/revising instruction, and planning common formative assessments.	<input type="checkbox"/> The teacher consistently participates in partnership with colleagues in a PLC or other school-based collaborative structure to analyze student work, set learning targets, plan/revise instruction, and plan common assessments.	<input type="checkbox"/> The teacher consistently contributes ideas and resources in working with colleagues in a PLC or other school-based collaborative structure to analyze student work, set learning targets, plan/revise instruction, and plan common assessments.

Possible evidence to look for:

- The teacher positively contributes to, and participates in, a collaborative PLC.
- The teacher meets with collaboration teams, such as PLCs.

DOMAIN 5: PROFESSIONAL RESPONSIBILITIES

STANDARD F: INTEGRITY AND ETHICAL CONDUCT

Guiding Questions:

- Does the teacher behave in a manner that positively affects the district's operation, instructional program, students, and/or other employees?
- Is the teacher honest and acting in an ethical manner?
- Does the teacher maintain confidentiality with student records and information?

1 Does Not Meet Standards	2 Area to Strengthen	3 Effective	4 Highly Effective
<p>❑ The teacher is frequently unethical, dishonest, discloses student records and/or information, and/or violates appropriate boundaries with students, staff, supervisors, and/or constituents.</p>	<p>❑ The teacher generally demonstrates ethical and honest behavior and maintains confidentiality with student records and information, but there are isolated examples of questionable ethics, dishonesty, disclosure of student information, and/or violating appropriate boundaries with students, staff, supervisors, and/or constituents.</p>	<p>❑ The teacher is ethical and honest, maintains confidentiality with student records and information, and maintains appropriate boundaries with students, staff, supervisors, and/or constituents.</p>	<p>❑ The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality, and to maintain appropriate boundaries with students, staff, supervisors, and/or constituents.</p>

Possible sources of evidence:

- The teacher behaves in a manner that does not adversely affect the district's operation, instructional program, students or other employees.
- The teacher is honest and acts in an ethical manner.
- The teacher maintains confidentiality with student records and information.

Teacher Evaluation Score:

Rubric Score: _____/30 (Contract) _____/22 (Probationary 1)
(This score is for 30 rubrics for all except first year probationary teachers. First year probationary teachers are scored on 22 rubrics.)

Evaluation Average: _____

Final Evaluation Score: This is a whole number score based on the following formula:

<u>Rubric Average:</u>	<u>Score:</u>
• 3.6 - 4.0	= 4
• 2.81 - 3.59	= 3
• 1.99 - 2.8	= 2
• <1.99	= 1

FINAL EVALUATION RUBRIC SCORE (Y-Axis): _____

SLGG Scoring Rubric

This SLGG scoring rubric is used for scoring individual Student Learning and Growth Goals based on

Level 1 (Lowest)	<ul style="list-style-type: none"> • Less than 70% of students meet the target(s). If a substantial proportion of students did not meet their target(s), the SLG was not met. • This category also applies when results are missing or incomplete.
Level 2	<ul style="list-style-type: none"> • 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.
Level 3	<ul style="list-style-type: none"> • 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". • Goals are rigorous yet attainable and differentiated (as appropriate) for all students.
Level 4 (Highest)	<ul style="list-style-type: none"> • 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". • Approximately 25% of students exceeded their target(s). • Goals are very rigorous yet attainable, and differentiated (as appropriate) for all students.

Student Growth and Learning Score:

GOAL 1: _____

GOAL 2: _____

Total SLGG Score: Use the following scale to compute your final SLGG score:

Level 1	Level 2	Level 3	Level 4
You could score: <input type="checkbox"/> 1 on both goals, or <input type="checkbox"/> 1 on one goal & 2 on one goal	You could score: <input type="checkbox"/> 2 on both goals, or <input type="checkbox"/> 2 on one goal & <input type="checkbox"/> 3 on one goal, or <input type="checkbox"/> 3 on one goal & <input type="checkbox"/> 1 on one goal, or <input type="checkbox"/> 4 on one goal & <input type="checkbox"/> 1 on one goal	You could score: <input type="checkbox"/> 3 on both goals, or <input type="checkbox"/> 3 on one goal & 4 on one goal, or <input type="checkbox"/> 4 on one goal & 2 on one goal	You must score: <input type="checkbox"/> 4 on both goals

FINAL SLGG SCORE: (X-Axis) _____

Greater Albany Public Schools Matrix

Y-AXIS = EVALUATION SCORE

LEVEL 4 <i>(Highest)</i>	COLLEGIAL PROCESS With focus on SLG Goals <i>*SLG INQUIRY due to LOW level of fidelity between measures</i> 3	FACILITATIVE or COLLEGIAL PROCESS With focus on SLG Goals Determined post inquiry <i>*SLG INQUIRY due to only SOME level of fidelity between measures</i> 3 or 4	FACILITATIVE PROCESS Educator leads development of Professional Growth Goals GOOD level of fidelity between measures 4	FACILITATIVE PROCESS Educator leads development of Professional Growth Goals HIGHEST level of fidelity between measures 4
LEVEL 3	COLLEGIAL or CONSULTING PROCESS With focus on SLG Goals Determined post inquiry <i>*SLG INQUIRY due to SOME level of fidelity between measures</i> 2 or 3	COLLEGIAL PROCESS With focus on SLG Goals GOOD level of fidelity between measures 3	COLLEGIAL PROCESS Educator and evaluator collaboratively develop Professional Growth Goals HIGHEST level of fidelity between measures 3	COLLEGIAL PROCESS Educator and evaluator collaboratively develop Professional Growth Goals GOOD level of fidelity between measures 3
LEVEL 2	CONSULTING PROCESS With focus on SLG Goals Evaluator consults with the educator and guides development of Professional Growth Goals GOOD level of fidelity between measures 2	CONSULTING PROCESS With focus on SLG Goals Evaluator consults with the educator and guides development of Professional Growth Goals HIGHEST level of fidelity between measures 2	CONSULTING PROCESS Evaluator consults with the educator and guides development of Professional Growth Goals GOOD level of fidelity between measures 2	COLLEGIAL or CONSULTING PROCESS Determined post inquiry <i>*PP/PR INQUIRY due to only SOME level of fidelity between measures</i> 2 or 3
LEVEL 1 <i>(Lowest)</i>	DIRECTED PROCESS With focus on SLG Goals Evaluator determines Professional Growth Goals HIGHEST level of fidelity between measures 1	DIRECTED PROCESS With focus on SLG Goals Evaluator determines Professional Growth Goals GOOD level of fidelity between measures 1	CONSULTING or DIRECTED PROCESS Determined post inquiry <i>*PP/PR INQUIRY due to only SOME level of fidelity between measures</i> 1 or 2	CONSULTING PROCESS Evaluator consults with the educator and guides development of Professional Growth Goals <i>*PP/PR INQUIRY due to only LOW level of fidelity between measures</i> 2
	LEVEL 1 <i>(Lowest)</i>	LEVEL 2	LEVEL 3	LEVEL 4 <i>(Highest)</i>

X-AXIS = SLGG SCORE

FINAL EVALUATION SCORE: _____

When you need some help to improve...

Observation De-brief

After an observation, an administrator will sit down with a teacher and discuss what was observed in the classroom. If the administrator notices some areas for improvement, he/she will discuss those with the teacher—usually to be checked during the next observation.

Letter of Expectations or Directed Goals

On occasion, an administrator will counsel a teacher if the teacher's performance is below the acceptable standard in one or more areas. The administrator initiates a conference about the directed goals and expectations outlined in the Letter of Expectation in consultation with the teacher and the Greater Albany Education Association (upon request by the teacher).

The Program of Assistance for Improvement

On occasion, an administrator will recommend a Program of Assistance for Improvement (PAI) for an educator. Sometimes this is called a Plan of Assistance (POA). The administrator initiates the PAI in consultation with the teacher and the Greater Albany Education Association (upon request by the teacher). The administrator initiates the recommendation based on evidence that an educator is not meeting the District's professional standards as outlined in this document.

The PAI delineates one or more areas where the teacher's performance is consistently below the acceptable standard. The PAI will then specify what the specific standard(s) is that needs to be met and outlines a detailed plan of support to help the teacher meet the standard(s).

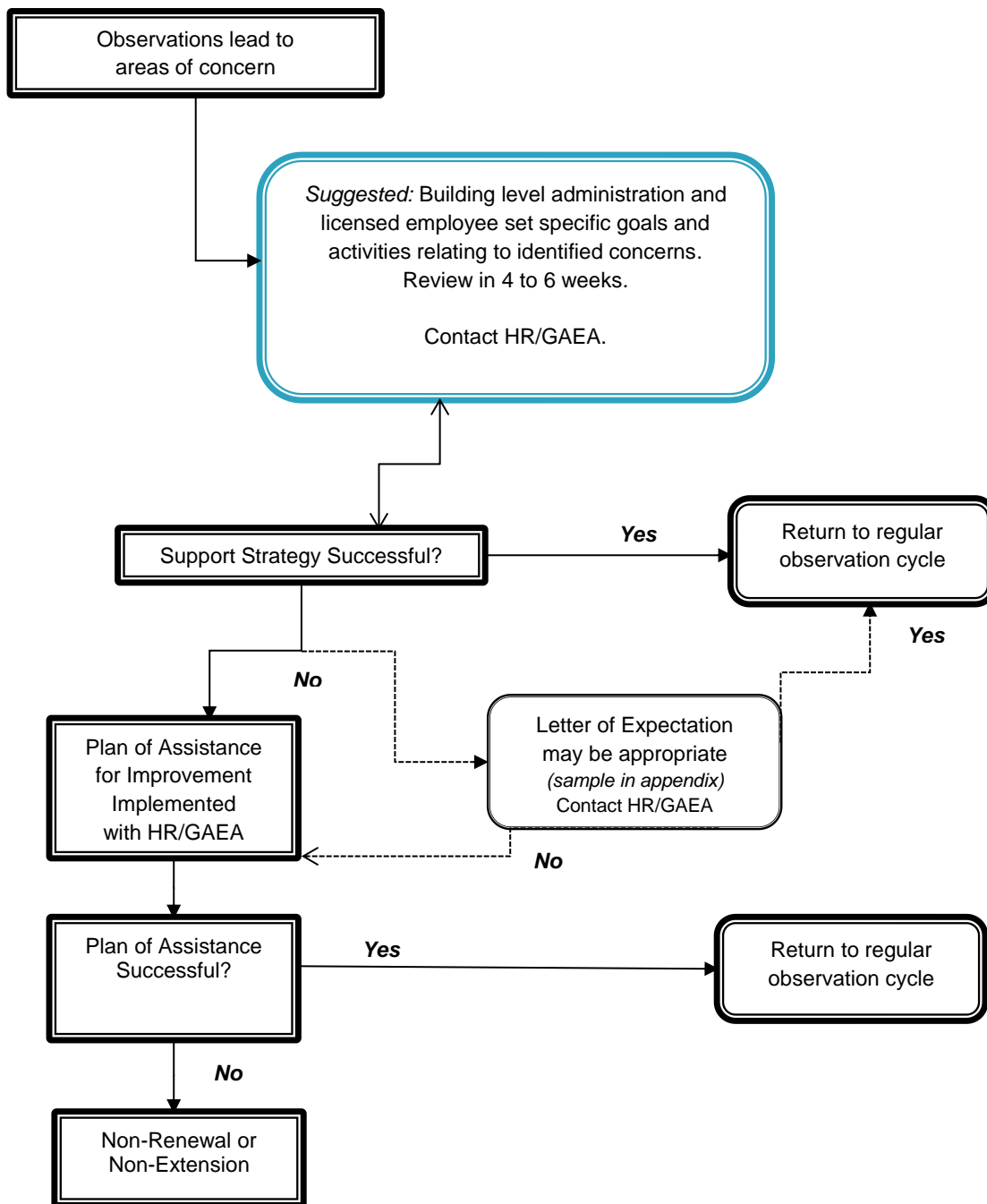
The PAI requires a commitment of time and effort from both the teacher and the school District, as well as the possibility of some additional resources to be provided by the District. The PAI will utilize a specific timeline along which the teacher will progress towards a specific completion date.

The PAI is successfully completed when the teacher consistently demonstrates quality professional performance in response to all indicators noted in the plan. Teachers in the Greater Albany Public School District are generally very successful in working with the PAI.

The success of the PAI is a result of professional partnership and high level commitment on the part of the following contributors:

- The individual teacher demonstrating a commitment to his or her own learning and quality professional standards.
- The leadership of the Greater Albany Education Association providing professional support for individual teachers and for high quality professional standards.
- The Greater Albany Public School District supporting the success of each faculty member through a generous commitment of resources for professional development.

GAPS Contracted/Probationary Teacher Improvement Cycle



Sample Letter of Expectation – Attachment D of Licensed Bargaining Agreement

TO: <Name and Position>
FROM: <Administrator/Supervisor>
DATE: <Date>
SUBJECT: Letter of Expectations

The purpose of this letter is to be clear regarding my expectations for your performance in carrying out the duties of your position. Listed below are the expectations, as outlined in the Teacher Evaluation Performance Indicators adopted by the District, that I see a need to clarify. You are to contact me immediately if you have questions regarding these expectations. You are also to contact me at any time in the future if you are uncertain as to how you are to meet these expectations.

EXPECTATIONS: *These are example statements of the type of clarifying statements that would be made in a Letter of Expectations.*

- **Teacher and Student Relations**

- * You are to demonstrate a courteous and helpful attitude toward students when they ask you questions. Students should not be made to feel that they are imposing on you or subjected to personal comments that would discourage them from asking questions.

- **Instruction and Evaluation**

- * You are to maintain adequate records of student progress by entering an average of two grades per week. Grading should be done within a week of when a test is given or a homework assignment is collected. The grade book should be up-to-date and clearly organized so that you would be able to share grade information with parents who call or drop in to see you.

- **Professional Relationships and Development**

- * You will collaborate with your colleagues in order to provide instruction that meets the needs of your students. All teachers are expected to share materials that they have developed with new teachers in the department or grade level team.

- **Student Management**

- * You will establish a classroom environment that has high standards for student behavior by clearly communicating and reinforcing your classroom rules. You will follow your classroom management procedures by contacting parents for assistance rather than sending the student to the office on the first incident or problem.

- **Professional Communication**

- * You will use proper grammar and spelling in your communication with students, parents and administrators. It is expected that all communications sent to parents, student or community members would reflect a positive image of the professional staff at our school.

Failure to comply with these expectations may lead to disciplinary action or a plan for improving your performance.

I have read and understand these expectations.

Teacher Name

Date

Copy in Working File

The Letter of Expectations will remain in the working file unless the teacher fails to comply with the expectations, in which case this Letter of Expectations can be attached to written disciplinary action or evaluation/plan of assistance document.

Sample Plan of Assistance

Greater Albany Public Schools PLAN OF ASSISTANCE FOR IMPROVEMENT

Name:

Position:

Date:

Many of the areas requiring strengthening or improvement were present in your evaluation last year. Some of these same areas of concern were noted as deficiencies in this year's evaluation and thus you will be placed on a plan of assistance for improvement. These problems impact your ability to perform the necessary tasks related to your position. These concerns were noted on your evaluation dated _____. Therefore as you were informed on that date, I have prepared this plan of assistance in order to help you meet district expectations. This plan will begin when staff returns to work in August of ____.

I. JOB DEFICIENCIES:

Delivery of Instruction: *Sample Language*

1. Lesson design that supports teaching to an objective
2. Using frequent formative assessments to monitor and adjust learning
3. Providing effective instruction that accommodates varying rates and levels of student learning
4. Using a variety of scaffolding and differentiation techniques to accommodate all learners
5. Instruction that elicits higher-order thinking and problem solving
6. Appropriate pacing of the lesson allowing time for effectively wrapping up the lesson with tie back to the learning goals.

Planning and Preparation: *Sample Language*

- A. Planning daily lessons that are aligned to CCSS and district pacing guides that include developing measurable student learning goals.
- B. Planning formative and/or summative assessments daily for the student learning goals, and using this data to drive next day instruction.
- C. Organizing a classroom in a way that supports instruction by: having materials accessible and organized, as well as having the room set up in a way that is conducive to high levels of learning.

Classroom Management: *Sample Language*

- A. Developing a coherent and comprehensive system for managing classroom procedures.
- B. Having students take ownership during transitions and understand what is expected of them so that instructional time is not lost.

II. EXPECTATIONS:

The following expectations must be met in order to bring your performance to a satisfactory level:

A. Delivery of Instruction: Sample Language

1. Documented in your lesson plans and demonstrated in your classroom will be higher order thinking questions and enrichment opportunities as well as ways to differentiate and scaffold to meet the needs of all students.
2. Lesson objectives for reading, writing and math will be written in student friendly language and posted and discussed at the beginning of each lesson and at the end to summarize the lesson as well as determine if the objective for the lesson was met. Students will demonstrate a clear understanding of the objective as well as an understanding of why the lesson is important. Assessment of students accomplishing the objective will be routinely evaluated at the end of every lesson, with the feedback being used to plan the following lesson.
3. Documented in your lesson plans and demonstrated in your classroom will be the use of district adopted/provided materials, programs, and strategies with fidelity.

B. Planning and Preparation

1. Each Monday by 8:00AM you will turn in your lesson plans for the week, identifying objectives and method of assessment as well as time allotted for each section of your lessons. Also included in your lessons will be differentiation and scaffolding plans to accommodate all learners as well as activities and pacing described in the lesson plans will be observed in the lesson. Any change to the scheduled activities or pacing of the lesson will be noted in the teacher daily lesson plans which will be readily available in the classroom during the school day.
2. Each Monday, you will turn in a summary of student progress for the previous week for each of your students. Weekly summaries may alternate between Language Arts and Math and will include at least one of the following types of data: Curriculum based measures such as ReadyGen PBA's, Investigations math; Proficiency based measures such as work samples scored with standards based scoring guides; Unit tests.
3. Schedule, attend and participate in a required meeting with building administrator two times a month. You will also be expected to attend any other meetings requested of your administrator in a timely manner.

C. Classroom Management: Sample Language

1. You will set clear, expectations for all classroom procedures and transitions. A written copy of these expectations will be presented at the beginning of the year. Time will be allotted at the beginning of the year and after long school breaks to teach and reteach these procedures. You will monitor and follow guidelines contained in this document.

ASSISTANCE TO BE PROVIDED:

- a. An administrator will observe your classroom an average of one time per month. You will be provided with feedback regarding the observation, specifically relating to the goals of this plan.
- b. An administrator will provide feedback on lesson plans and the degree to which you have utilized data from the prior week in planning for the current week.

- c. An administrator at the building is available for consultation and advice upon request.
- A. Your application to attend and participate in any professional development activities that speak to the expectations in this plan will be considered and granted if financially feasible.
- B. You will be provided the opportunity to seek peer assistance in working towards meeting the expectations in this plan. These opportunities will include:
 1. You will be allowed to use release time with a sub provided for the purpose of observing other teachers in the building and in other buildings up to two half days.
 2. You may secure the advice and counsel of a peer coach to help you towards improvement. If a sub is necessary for the peer coach to observe in your classroom, one will be provided two half-days during the plan.
 3. Your Principal or another administrator will video tape a lesson for review and analysis. Together you and your supervisor (or other administrator) will look for effective strategies (for example, questioning, engagement, assessment...), lesson pacing, and classroom transition and procedures, so that these can be consistently applied in future lessons.

IV. TIMELINES:

- A. The above plan will begin immediately and progress conferences will be held before the end of _____, just before or after _____, and again in _____. Failure to make progress towards the expectations listed above may result in continuation of the plan, a recommendation to non-extend your contract, or a recommendation to dismiss effective immediately.

Signatures:

_____ Principal	_____ Date
_____ Teacher	_____ Date

APPENDIX

Continuing Professional Development (TSPC)

Advanced PDU's

TalentEd Perform – Login Screen

Glossary of Terms

Professional Development Requirements: Continuing and Advanced PDUs

Information provided from TSPC (www.oregon.gov/TSPC)

Professional development is required to:

- Renew most licenses, registrations, or certificates (Continuing PDUs);
- Reinstate most expired licenses; and
- Move from the Preliminary License to the Professional Teaching License (Advanced PDUs).*

**If the educator has chosen to complete the Advanced Professional Development Program to satisfy the advanced education program requirement for the Professional Teaching License.*

Continuing PDUs: General Information

- Most licenses, registrations, and certificates require 25 PDUs **per year** of license:
 - 75 PDUs for a three-year license;
 - 125 PDUs for a five-year license.
- Timeline for completion of PDUs:
 - PDUs must be completed during the life of the license except as provided for carryover units.
 - *Carryover allowance*: An educator may carryover 25 PDUs from their prior licensure period. The carryover PDUs may **only** be from their previous reporting period.
- PDUs are calculated as follows:
 - 1 hour of continuing PDU activity = 1 PDU;
 - 1 quarter hour of college credit = 20 PDUs; or
 - 1 semester hour of college credit = 30 PDUs.
- PDUs must include activities intended to increase the effectiveness as an educator. PDU activities must fall within one of seven [Standards for Professional Learning](#).
- PDUs can be earned by:
 - Completing college courses;
 - Attending workshops and conferences; and
 - Participating in other learning activities intended to increase the attendee's effectiveness as an educator.

How to verify completion of Continuing PDUs:

- **Employed by a school district:** Most school districts verify continuing PDUs for their employees by submitting a TSPC PEER form. Check with your employer to determine the PDU verification process.

NOTE: TSPC may **randomly audit** individual educators. Educators should keep copies of all records showing completion of PDUs for at least six years.

ADVANCED PDUs: General Information

Advanced PDUs is a district-centered program option for moving from the Preliminary Teaching License to the Professional Teaching License. The Advanced PDUs district program is called the Advanced Professional Development Program.

The Advanced Professional Development Program is:

- Developed jointly with the applicant and employing district or public school
- Based on the employing school district evaluations of the applicant
- Aligned with annual performance goals of the applicant
- Specifically tailored to advance the applicant from novice to professional skill level
- Made up of at least 150 Professional Development Units (PDUs)

To verify Advanced PDUs, a district or school must submit the Advanced Professional Development Completion form (APD form).

Possible CPD Activities

- Bldg./District Professional Development Activities
- Faculty Trainings (Participant & Trainer)
- Site Council Work
- District Committee Work
- Action Research
- ESD/Higher Education Committee Work
- State Committee Work
- College Coursework (CC as well)
- Professional Conferences
- Professional Workshops
- Mentoring
- Supervising Student Teachers
- Grant Writing & Reporting
- Study Groups
- Publication
- Portfolio Development
- Special Program Development
- District Scoring Teams
- District Assessment Panels
- Facilitation of Special Events
- District Curriculum/Textbook Committees
- Education Commissions Or Task Forces
- Goals 2000, OEA/NEA Grants, Foundations
- National Board Certification

Possible CPD Documentation

- Transcripts
- Certificates of participation
- Log/record of events
- Meeting minutes
- Workshop notice w/copy of sign-in list
- Research notes or reports
- Project outlines
- Conference Programs
- Grant applications
- Portfolios

Track your Professional Development Units!

MONTH	DATE	ACTIVITY	HOURS



GREATER ALBANY PUBLIC SD 8J

Four Products. One Login.

Introducing an easier way to access all of your TalentEd products.

Username: This will be your email address

Password: For new hires, this will be “changeme!”. You will be prompted to change at your first login.

Remember username on this computer

[Logging in for the first time?](#)

[Forgot your password?](#)



Teachers will receive a welcome email at the beginning of each year with the link, their login information and letting them know which rubric & cycle they will be assigned.

At any time, teachers can click on the “Help” link and be directed to the TalentEd Knowledgebase which has a library of help topics and videos.

Teachers can directly access Perform through the District's website at:

<https://greateralbany.tedk12.com/sso/Account/Login>

Glossary of Terms

Professional Growth and Performance Evaluation Manual

Artifacts: Evidence compiled by a teacher throughout the year that demonstrates their effectiveness in line with the performance standards, such as lesson plans, materials, journals, student exemplars, etc. (See Teacher Evaluation Rubric.) Verification or proof of the teaching standards in action.

Contracted Teacher: Any teacher who has successfully completed three years as a probationary teacher in Greater Albany Public Schools.

Differentiation: Adapting instruction to individual learning needs.

Domain: Six (6) broad categories containing the 24 standards for teaching effectiveness.

Forms of Assessment:

Diagnostic: An assessment to measure where students are currently in their learning (i.e., Pre-assessments). Used to focus or guide future instruction.

Formative: On-going assessments to measure student learning throughout instruction (i.e., On-the-Spot, Interim, Check for Understanding, Exit Tickets, etc.). Used to modify on-going instruction.

Summative: An assessment delivered at the end of instruction to measure overall student learning.

Goal-Setting Form: Yearly form used by a teacher to identify goals. The teacher submits this form to their supervisor through TalentEd by October 15 and it is reviewed at the Summative Evaluation Meeting

Evaluation Cycle: Contract teachers participate in evaluation cycle over a two-year period. The emphasis of the evaluation system should be professional growth, where employees are empowered to be self-directed. Support and assistance are provided for individual teachers needing the opportunity to remedy specific weaknesses. By Oct. 15, teachers will submit their Self-Evaluation and Student Learning and Professional Growth Goals plan to their supervisors. An end-of-the-year Summative Evaluation meeting with their supervisors should be completed by June 1. *NOTE: This Summative Evaluation meeting will occur by March 1 for Probationary teachers.*

Guiding Questions: Questions that teachers and supervisors use to focus their observations and reflections regarding teaching standards.

Improvement Cycle: A performance review to help determine support strategies that will lead to either a return to the growth cycle or the implementation of a Plan of Assistance for Improvement.

Learning Goals: A long-term learning target (i.e., state standard or power standard). An end result of instruction.

Learning Objectives: Specific measurable activities or pedagogy for accomplishing a learning goal.

Observation: A scheduled classroom visit by a supervisor that results in some kind of written feedback from the supervisor. Formal observations include a pre- and post-observation meeting between teacher and supervisor. Probationary teachers will be formally observed two times per school year. Contract teachers may receive formal observations any time a supervisor deems necessary.

Performance Levels: Levels used to rate teachers on the standards are based on the following scale: *Highly Effective, Effective, Improvement Necessary* and *Does Not Meet Standard*. It is important to realize that although 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 instances when state law would supersede this evaluation system.

Highly Effective: 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. There must be significant evidence for a teacher to be ranked highly effective on a teaching standard.

Effective: The performance is strong, and there are no apparent weaknesses.

Improvement Necessary: The performance is satisfactory, but there are specific areas that can be improved.

Does Not Meet Standard: The performance is unacceptable and must improve significantly.

Performance Evaluation: A conference to review observation data in the context of the Greater Albany Public Schools performance evaluation rubric.

Plan of Assistance for Improvement: A plan may be developed and implemented when a teacher has an unsatisfactory review/evaluation. A plan will involve building and district administration, the teacher, and a Bend Education Association representative. If a teacher does not improve through the implementation of this plan, he/she will not be recommended for rehire.

Probationary Teacher: Any teacher in their first three (3) years of teaching in any district in Oregon under ORS # 342.835.

Professional Development: Ongoing, yearly training and collaborative opportunities designed to foster professional growth in order to improve student learning and teaching effectiveness.

Professional Growth Goal: Activities selected to improve teaching effectiveness and student learning. This plan includes one (1) to three (3) goals and will be designed yearly between a Licensed employee and building administrator. Each plan shall include measurable outcomes that provide evidence through a collection of data or other artifacts. This plan is reviewed at the Summative Evaluation Meeting.

Professional Learning Community (PLC): A group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of student. This is an "ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve" (DuFour).

Repertoire: A variety of instructional techniques or methods.

Standard: Performance criteria used by teachers to set goals and used by supervisors to evaluate or review teacher effectiveness. These are the 30 standards for the Greater Albany Public School District's criteria of effective teaching.

Support Strategy: Offered when a supervisor determines a teacher is not performing satisfactorily. These strategies are building based, informal and include building administrator and teacher. Results of these strategies will lead to a return to the standard evaluation cycle or a Plan of Assistance for Improvement for the teacher in question.

Summative Evaluation Meeting: A meeting between a teacher and supervisor, held at the end of each school for the purpose of reflecting on and evaluating the teacher's progress. Prior to this meeting, the supervisor completes the Summative Evaluation Form. At the meeting:

- The supervisor and teacher review the Summative Evaluation Form; the supervisor highlights a performance level for each standard,
- The teacher and supervisor provides artifacts to support score or performance level at each standard.
- The supervisor and teacher discuss progress towards goals as detailed on the teacher's Goal-Setting Form,
- The supervisor and teacher discuss progress toward meeting the teacher's Professional Growth Plan.