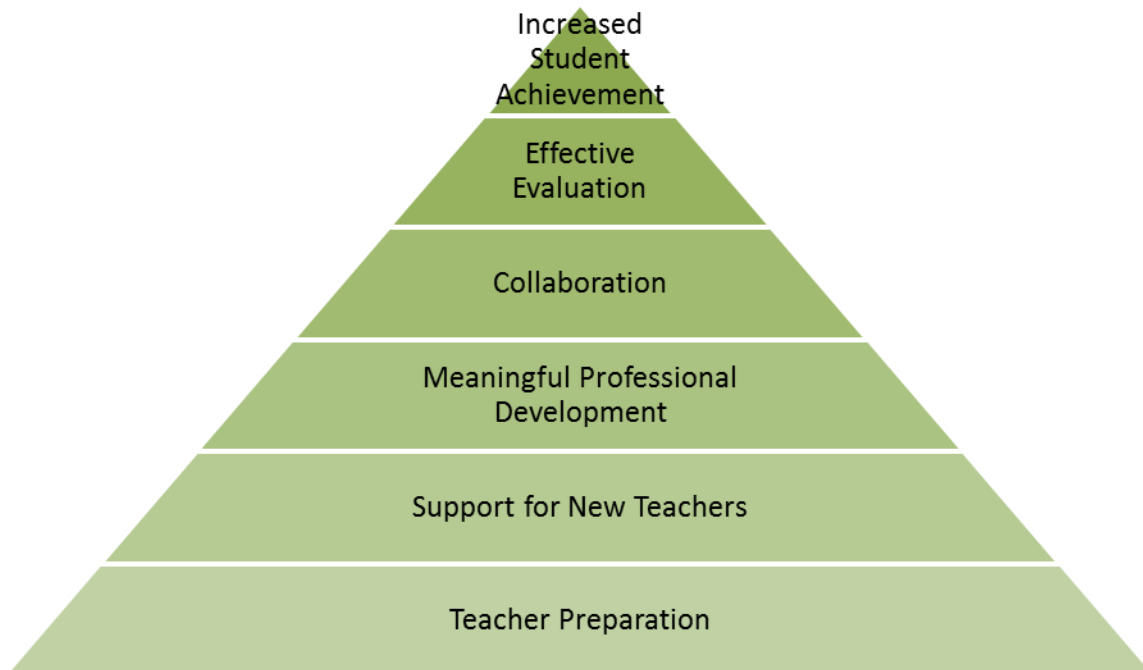# Professional Growth And Evaluation Handbook For Teachers

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

Updated May 2019

Increased
Student
Achievement

Effective
Evaluation

Collaboration

Meaningful Professional
Development

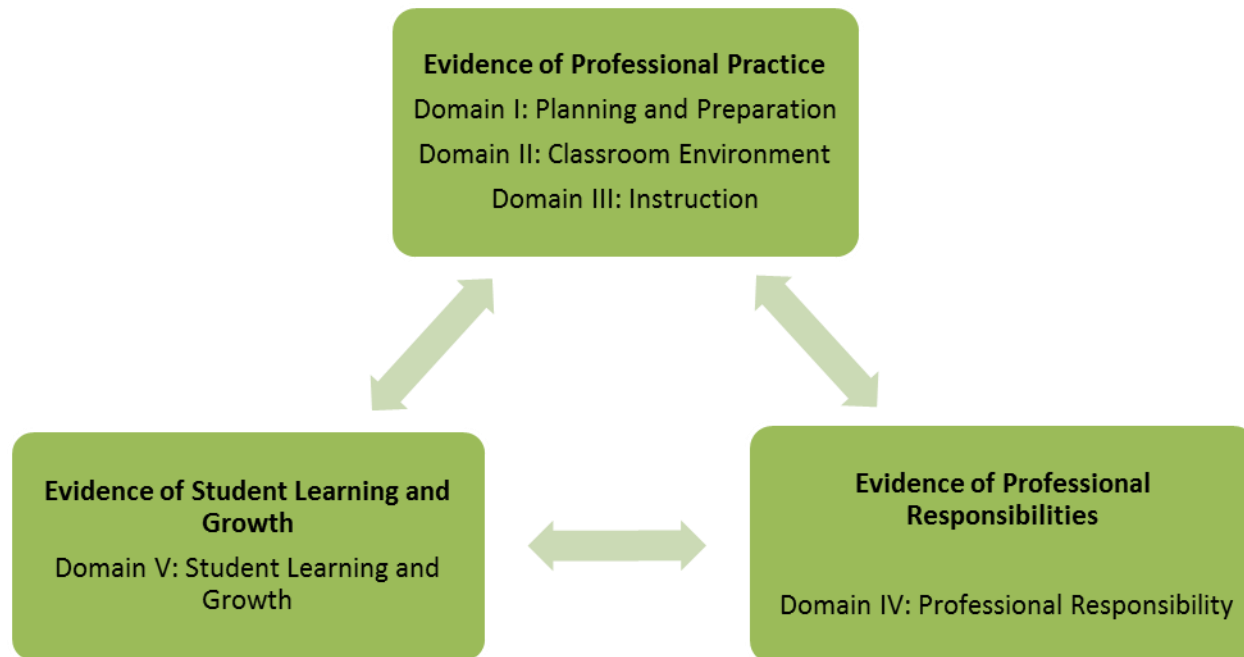Support for New Teachers

Teacher Preparation

This Document, based on the InTASC Standards, was initially created and updated through collaborative efforts of many teachers and administrators in the Pendleton School District. This document serves as the framework for supporting teachers in the Pendleton School District through mentoring, meaningful, aligned professional development, and a focus on teacher collaboration. Teacher practices in concert with effective supervision and evaluation procedures will yield increased student achievement. Thank you to each educator that made contributions.

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Multiple Measures of Educator Practice

The Pendleton School District's evaluation system will include multiple measures to evaluate teacher performance and effectiveness. Due to the complex nature of teaching, a single measure does not provide sufficient evidence to evaluate performance. When combined, the multiple measures provide a body of evidence that informs the educator's evaluation resulting in a more accurate and valid judgment about performance and professional growth needs.   As illustrated below, the multiple measures of the PSD Evaluation Framework (Domains I – V) also provide information as to the teacher's contribution to student growth.

Evidence of Professional Practice

Domain I: Planning and Preparation

Domain II: Classroom Environment

Domain III: Instruction

Evidence of Student Learning and Growth

Domain V: Student Learning and Growth

Evidence of Professional Responsibilities

Domain IV: Professional Responsibility

Each of the Domains listed above can be further broken down into research-based performance standards that define best practice in the teaching profession. Potential evidence of those standards is listed within the performance rubric.

A Timeline for the Evaluation Process and Improvement of Instruction Guide

	Probationary Teachers	Contract Teachers-On Year
August/ September	❖ Meeting with building administrator to discuss Evaluation and Supervision Process ❖ Mini-observations and formal observations begin** ❖ Complete Self-Assessment	❖ Overview of Evaluation and Supervision Process ❖ Mini-observations begin ❖ Complete Self-Assessment
October	❖ *Goal Conference/Submit written goals – by November 1st.	❖ *Goal Conference/Submit written goals – by November 1st.
November	❖ *minimum of 1 formal observation by Nov. 1st** ❖ Meeting with building administrator to discuss goal progress	
December	❖ *minimum of 1 mini-observation by Dec. 1st **	
January	❖ Mid-Year Goals Conference	❖ Mid-Year Goals Conference
February	❖ *2nd formal observation by February 15th ❖ *minimum of 2 mini-observations by February 15th ❖ Meeting with building administrator to discuss contract renewal/non-renewal	❖ *minimum of 2 mini-observations by February 15th.
March	❖ Board action on renewal/extension ❖ *Notification of Employment – March 15	❖ Board action on renewal/extension ❖ *Notification of Employment – March 15
April	❖ Check progress on goals	❖ Check progress on goals
May/June	❖ *minimum of 3 mini-observations by May 15th ❖ Complete Self-Assessment ❖ Final goals assessment concluded (planning new goals) ❖ *Summative Evaluation - prior to last work day for teachers	❖ *minimum of 3 mini-observations by May 15th ❖ Complete Self-Assessment ❖ Final goals assessment concluded (planning new goals) ❖ *Summative Evaluation - prior to last work day for teachers

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

A learning walk, peer observation or self-video with reflection may take the place of one mini-observation.

The above timeline, observations and requirements represent a minimum in the evaluation process.

* Indicates deadline

**Probationary teachers will receive face to face feedback from their supervisor at least once per month.

Contract Teacher – Off Year Expectations
Complete yearlong goal setting process (Fall, Winter and Spring Goal Conferences).
Complete Self-Assessment process Fall and Spring.
Minimum of one observation (formal, mini, learning walk, peer observation, or self-video format)

PERFORMANCE EVALUATION CYCLE

All "ON Year" contract teachers in the Pendleton School District will be evaluated annually. Each performance evaluation cycle will include self-assessment, goal setting, observations and a written evaluation. All probationary teachers (years 1, 2 and 3 in the district) will follow the probationary teacher evaluation cycle. **Contract teachers will follow the full evaluation cycle at a minimum of every other year. Contract teachers not on the full evaluation cycle will be required to complete goal-setting process, self-assessments fall and spring, and have at least one observation with feedback during the school year.**

The written evaluation will assess teacher performance using the following scale:

Performance Levels	Definitions of Performance as Applied to Standards of Professional Practice	Implications for Professional Growth
Unsatisfactory	Does not meet standards; performs below the expectations for good performance under this standard; requires direct intervention and support to improve practice	Program of Assistance for Improvement (PAI)
Basic	Making sufficient progress toward meeting this standard; meets expectations for good performance most of the time and shows continuous improvement; expected improvement through focused professional learning and growth plan	Targeted Goal Setting
Proficient	Consistently meets expectations for good performance under this standard; demonstrates effective practices and impact on student learning; continues to improve professional practice through ongoing professional learning	Teacher Leadership Opportunities
Exemplary	Consistently exceeds expectations for good performance under this standard; demonstrates highly effective practices and impact on student learning; continued expansion of expertise through professional learning and leadership opportunities	Teacher Leadership Opportunities

GOAL SETTING

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

  a) Teachers, in collaboration with their supervisor, will establish at least two student learning and growth (SLG) goals and identify measures that will be used to determine goal attainment. They will also specify what evidence will be provided to document progress on each goal. Teachers should set goals based on standards to which they instruct. For those teachers who provide instruction in academic content areas (ELA, Math, Science, Social Studies), at least one of the goals set must reflect the standards of the content area they teach. The content of the other goal can reflect non-academic goals for students. For those teachers who do not provide instruction in academic content areas, goals should reflect the standards to which they instruct.
  b) Measurements used in determining goal attainment should be school-wide or district-wide to ensure reliability and validity. Measurements of student growth should allow for the inclusion of all educators in the evaluation process, including non-tested subjects (e.g. the arts, music, CTE) and in grades for which standardized state test are not administered. For these educators, rigorous classroom based measures provides another way to show concrete evidence of teachers' contribution to student growth. Examples of possible measures are listed in the table below.

Types of Measures for Student Learning and Growth for Teacher Evaluations

Types of Measures (aligned to standards)	Guidance
Oregon's state assessments: • SMARTER Balanced • Extended Assessments • ELPA 21 • OAKS Science Assessment • OAKS Social Studies Assessment	• Same assessment and administration guidelines are used statewide
Other Assessments: • 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	• Same assessment and administration guidelines are used district-wide or school-wide • Assessments meet state criteria[2]
Other Non-Academic Measures: • Attendance rates • 9th grade on-track • Graduation rates • Behavioral data	

From the ODE Guidance for Setting Student Learning and Growth (SLG) Goals, July 2018

MINI-OBSERVATION

Mini-observations will take place throughout the school year for ALL teachers. These observations will be approximately 10-20 minutes in length and will take place at different times of the day. They may occur by the supervisor dropping in as well as by teacher invitation.

Feedback will be given to the teacher after each mini-observation and will be given in written form using a variety of tools that are housed in Talent-Ed. In addition, there will be a minimum of **at least two (2) face-to-face opportunities for feedback in the year ("ON" year contract teachers and all probationary teachers)**.

Mini-observations can occur during any phase of the teacher's duties – in the classroom; while supervising students in the hallway or playground; in meetings with parents or staff, etc.

**A minimum of two (2) mini-observations is required for all on cycle teachers by February 15th, with a minimum of three (3) by May 15th.

FORMAL OBSERVATION PROCESS

I.   Pre-Conference*
       The supervisor and teacher meet to discuss items of mutual interest concerning the observation. The data collection to be used during the observation will be identified and mutually understood by the supervisor and teacher.
              * May be waived by mutual consent of teacher and supervisor.

II.   Observation
       During the classroom observation, the supervisor will collect specific data based on the following 3 Domains and 9 Standards where applicable.
                     I. The Learner and Learning
                            1. Learner Environment
                            2. Content Knowledge
                            3. Knowledge of Students
                     II. Content

4. Instructional Goal Setting

5. Lesson Design

III. Instructional Practice

6. Lesson Delivery

7. Feedback to Students

8. Assessment

9. Student Growth

*The length of observation will be no less than a cohesive portion of an instructional period or meeting.

III.   Reflection Sheet

This format is intended to be available to used and be completed by the teacher being observed.

The post-observation conference will focus on the data collected by the administrator and the input from the teacher regarding the items on the Reflection Sheet.

IV.   Reflection Conference

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

V.   Frequency

Probationary Teachers – minimum of 1 by November 1st and a minimum of 2 by February 15th

PLAN OF ASSISTANCE FOR IMPROVEMENT

The Plan of Assistance for Improvement is a formal process of supervision designed to focus on improvement needed because of performance below district standard(s) in one or more areas.

The conference between the staff member and the supervisor will be scheduled to discuss the Plan of Assistance for Improvement, which is to include:

1. A description of the deficiency (ies) which need(s) to be changed (in a teacher's conduct or performance), citing specific criterion of the job description and performance standards.

2. A description of the supervisor's expectations of how the teacher is to remedy the deficiency.

3. Assistance for achieving the desired expectation to meet the desired level of performance including criteria for measurement, assessment techniques and resources to be used.

4. Peer assistance will be used where reasonable and practicable. The district supports the utilization of peer assistance whenever practicable and reasonable to aid teachers to better meet the needs of students. Peer assistance is voluntary and thereby no witness or document related to the peer assistance or the record of peer assistance shall be admissible in any proceeding that may occur as a result of the Program of Assistance for Improvement.

5. The date by which the plan must be completed.

During the Plan of Assistance for Improvement, follow-up observations will occur within a specified time. Unless the plan has been revised and the observation schedule altered, the staff member will, when the specified time for completion is reached, be notified that one of three actions will be taken:

1. Return to the regular evaluation program because of satisfactory improvement.
2. Continuation and extension of current Plan of Assistance for Improvement.
3. Continued recommendation for contract non-extension
4. Dismissal or non-renewal

Pendleton School District
Standards of Professional Practice
and
Scoring Rubric

Pendleton Standards of Professional Practice

Domain I: The Learner and Learning
Standard 1: Learner and Learning
1.1 Designs a safe and accessible classroom environment for all students.
1.2 Creates an environment that promotes equity, respect and positive interpersonal interactions.
1.3 Clearly communicates, teaches and addresses classroom and school expectations.
Standard 2: Content Knowledge
2.1 Demonstrates an effective command of the subject to guide student learning.
2.2 Adapts the curriculum to meet the needs of all students.
2.3 Adheres to approved curriculum and scope and sequence.
Standard 3: Knowledge of Students
3.1 Teaches to and supports each students' learning style.
3.2 Activates and builds upon students' prior knowledge and experience.
3.3 Understands and supports students' culture and heritage.
Domain II: Content
Standard 4: Instructional Goal Setting
4.1 Selects goals that are measurable and states them in terms of student learning.
4.2 Selects appropriate instructional goals based upon national, state and local standards.
4.3 Has high expectations for the success of all students, quality of work and student achievement.
Standard 5: Lesson Design
5.1 Designs instruction based on content standards.
5.2 Uses individual student's culture and heritage in lesson design.
5.3 Designs instruction based on research-based best practices, including the promotion of critical thinking and problem solving.
5.5 Develops and implements supports for literacy development across content areas.

Domain III: Instructional Practice
Standard 6: Lesson Delivery
6.1 Exhibits lesson delivery that is clear, reflects appropriate pacing, and uses a variety of effective teaching strategies.
6.2 Uses a variety of questioning and discussion techniques that elicit student reflection and higher order thinking.
6.3 Uses effective instructional resources, including technology to teach content.
6.4 Students are actively engaged in learning.
6.5 Facilitates smooth transitions with little loss of instruction time.
6.6 Uses formative assessments during lesson delivery to guide instruction.
Standard 7: Feedback to Students
7.1 Provides constructive feedback that is consistent, ongoing, facilitates learning, timely and in a variety of formats.
7.2 Demonstrates the ability to listen to students and responds appropriately.
Standard 8: Assessment
8.1 Uses assessment data to prepare for individual and group instruction, including re-teaching when necessary.
8.2 Uses assessments that are aligned with instructional goals.
8.3 Administers and utilizes appropriate standardized and district assessments, adhering to professional guidelines.
Domain IV: Student Learning and Growth
Standard 9: Student Learning and Growth
9.1 Sets goals for student growth that are specific, measurable, attainable and rigorous.
9.2 Can show evidence of student growth.
9.3 Maintains appropriate records to document student growth.
Domain V: Professional Responsibilities
Standard 10: Professional Responsibility
10.1 Knows and adheres to job description, standards of professional practice, maintains confidentiality and carries out duties as assigned.
10.2 Maintains accurate records according to district and building protocols.
10.3 Communicates in a timely, effective, and respectful way with all stakeholders: students, parents, colleagues and supervisors.
10.4 Effectively and appropriately collaborates with colleagues and other professionals.
10.5 Knows and actively participates in building and district initiatives.
10.6 Pursues professional growth through refection, self-assessment, learning and application of best practices.

		UNSATISFACTORY	BASIC	PROFICIENT	EXEMPLARY
DOMAIN I: The Learner and Learning	**Standard 1: Learner Environment** Does the teacher… ➤ design a safe and accessible classroom environment for all students? ➤ create an environment that promotes equity, respect and positive interpersonal interactions? ➤ clearly communicates, teaches and addresses classroom and school expectations?	The classroom environment **is not** always safe and accessible to all. There is little evidence that students know or follow an established routine. The teacher **has not** been able to create a classroom environment that promotes equity, respect, positive interactions and respect for others. Inappropriate interactions between students are common. The teacher **does not** have a clear system of classroom expectations, **does not** clearly communicate or teach these expectations and often does not address poor student behavior.	**Sometimes** the classroom environment is safe and accessible to all. Students **sometimes** follow established routines. The teacher has created an environment that **sometimes** promotes equity, respect, positive interactions and respect for others. Student to student interactions are **sometimes** positive and appropriate. The teacher has a system for classroom management procedures that is **sometimes** taught. Student behavior is appropriate only some of the time.	The classroom environment is **almost always** safe and accessible for all. Students **almost always** follow established routines. The teacher has created an environment that **often** promotes equity, positive interactions and respect for others. Student to student interactions are **often** positive and appropriate. The teacher has developed an **effective** system to efficiently manage classroom procedures. Classroom and school expectations are **often** communicated and taught. The teacher is involved in supporting positive behavior beyond the classroom.	The classroom environment is safe and accessible for all. Students **consistently** follow established routines. The teacher has created an environment that **strongly** promotes equity, positive interactions and respect for others. Student to student interactions are **consistently** positive and appropriate. The teacher has developed an **effective** system to efficiently manage classroom procedures specific to their students and regular classroom activities. Classroom and school expectations are **consistently** communicated and taught. The teacher is involved in supporting positive behavior beyond the classroom. Student behavior is appropriate and regulated by the students themselves.
	Standard 2: Content Knowledge Does the teacher… ➤ demonstrate an effective command of the subject to guide student learning? ➤ adapt the curriculum to meet the needs of all students? ➤ Adhere to the approved curriculum and scope and sequence?	The teacher **does not** have a command of the subject. There are many student misconceptions about content material covered. Very few resources are used to communicate content knowledge. The teacher **does not** adapt curriculum to meet the needs of all students. The teacher **does not** adhere to the district approved curriculum and/or does not follow the approved scope and sequence.	The teacher has a satisfactory command of subject knowledge and **sometimes** uses that knowledge to guide instruction. Adequate resources are used to communicate content knowledge. The teacher **sometimes** adapts curriculum to meet the needs of all students. The teacher **sometimes** adheres to the district approved curriculum and/or **sometimes** follows the approved scope and sequence.	The teacher has a **strong** command of the subject and **often** uses that knowledge to guide instruction. Up to date and approved resources are **often** used to communicate content. The teacher **almost always** adapts curriculum to meet the needs of all students. The teacher adheres to the district approved curriculum and **almost always** follows the approved scope and sequence.	The teacher has **in-depth**, up to date knowledge of the subject, and **consistently** uses that knowledge to guide student learning. Up to date and approved resources are used to communicate content. The teacher **always** adapts curriculum to meet the needs of all students. The teacher **always** adheres to the district-approved curriculum and **always** follows the approved scope and sequence.

DOMAIN I: The Learner and Learning	Standard 3: **Knowledge of Students** Does the teacher… ➤ teach to and support, each students' learning style? ➤ activate and build upon students' prior knowledge and experience? ➤ understand and support students' culture and heritage?	The teacher **does not** understand or seeks out the learning styles, interests or special needs of his/her students. The teacher **rarely** plans collaboratively to meet unique learning needs.	The teacher **sometimes** understands and seeks out the learning styles, interests or special needs of his/her students. The teacher **sometimes** plans collaboratively with appropriate staff to meet unique learning needs.	The teacher understands the learning styles, interests and special needs of his/her students. The teacher **often** accesses school or district resources to meet student needs and plans collaboratively with appropriate staff to meet unique learning needs.	The teacher **deeply** understands the learning styles, interests and special needs of his/her students. The teacher **consistently** accesses school or district resources to meet student needs and plans collaboratively with the appropriate staff to meet unique learning needs.
		The teacher **does not** build upon students' prior knowledge or experience.	The teacher **sometimes** builds upon students' prior knowledge and experiences.	The teacher **often** builds upon students' prior knowledge and experiences.	The teacher **consistently** builds upon students' prior knowledge and experiences.
		The teacher is **unaware** of a students' cultural background, and puts forth little effort to understand student background, culture, learning style and needs.	The teacher is **sometimes** aware of the cultural differences in a student's background, and **sometimes** puts forth effort to understand student background, culture, learning style and needs.	The teacher understands the cultural differences of the majority of the students and **often** puts forth effort to understand student background, culture, learning style and to meet each learners' needs.	The teacher **fully** understands the cultural differences of the majority of the students and **always** puts forth effort to understand student background, culture, learning style and to meet each learners' needs.

Possible evidence to look for:
- Teacher greet students at the door
- Shared discussions between students and teacher are frequent
- Classroom is organized, clean and physically safe
- Classroom is set up to facilitate and encourage student to student interaction
- Students are on task
- Learning goals are present, clearly communicated and understood by all
- Seating preferences based on student needs is evident
- Teacher is fully aware of and follows student IEP
- Pre and post tests used
- Modified assignments, extra time, used to help students be successful
- Teacher is aware of and responsive to student culture
- Materials related to lesson prepped and ready
- Walls of classroom reflect content and related topics such as formulas, examples, and key vocabulary
- Use of students prior knowledge
- Well established routines
- Redirection of students when needed
- Teacher to student mutual respect present

		UNSATISFACTORY	BASIC	PROFICIENT	EXEMPLARY
DOMAIN II: CONTENT	**Standard 4: Instructional Goal Setting** Does the teacher… ➤ select goals that are measurable and state them in terms of student learning? ➤ select appropriate instructional goals based on national, state and local standards? ➤ have high expectations for the success of all students, quality of work and student achievement?	Instructional goals are **not** stated in terms of student learning, are **not** communicated to students, are difficult to measure and lack rigor. The teacher has **minimal** knowledge of national, state or local content standards. Teacher has **low** to **medium** expectations for the success of all students, the quality of student work and achievement.	Instructional goals are **sometimes** stated in terms of student learning, **seldom** communicated to students and are **sometimes** difficult to measure and/or lack rigor. The teacher has **adequate** knowledge of national, state and local content standards. Teacher **sometimes** has high expectations for the success of some students to produce quality work and to achieve.	Instructional goals are **often** stated in terms of student learning, are **almost always** communicated to students, are rigorous and measureable. The teacher monitors goals they have set and adjusts them based upon student learning. The teacher clearly has **solid** knowledge of national, state and local content standards. Teacher **almost always** has high expectations for the success of all students to produce quality work and to achieve.	Instructional goals are **consistently** stated in terms of student learning, are **always** communicated to students, are **always** rigorous and measureable. The teacher **consistently** monitors goals they have set and adjusts them based upon student learning. Students are encouraged to be a part of the goal setting process. The teacher clearly has **expert** knowledge of national, state and local content standards. Teacher **always** has high expectations for the success of all students to produce quality work and to achieve. There is a classroom culture of an expectation for high student achievement.
	Standard 5: Lesson Design Does the teacher… ➤ design instruction based on content standards? ➤ use individual student's culture and heritage when planning lessons? ➤ design instruction based on research-based best practices, including critical thinking and problem solving? ➤ develop and implement supports for literacy development across content areas?	Lesson plans are **not** based on content standards. No evidence of lesson planning. Students' culture and heritage are **not** used in the design of any lessons. Lessons are **not** thoughtful, relevant, or engaging for students. The plans that have been developed tend to be only for the near future and are **limited** to activities (busy work) rather than critical thinking and problem solving. Lesson plans are **minimal or not even present**, lack rigor and there are no supports for literacy development.	Lesson plans are **sometimes** based on content standards. Students' culture and heritage are **sometimes** used in the design of lessons. Lessons are **sometimes** thoughtful, relevant, and engaging for students. The plans are **seldom** long term and are limited to activities (busy work) rather than critical thinking and problem solving. Lesson plans are **adequate**, **sometimes** rigorous and **seldom** have supports for literacy development.	Lesson plans are **almost always** based on content standards. Students' culture and heritage are **often** used in the design of lessons. Lessons are **almost always** thoughtful, relevant, and engaging for students. The plans are **often** developed long term and **often** include critical thinking and problem solving. Lesson plans are well written, rigorous and there are **often** supports for literacy development.	Lesson plans are **always** based on content standards. Students' culture and heritage are **embedded** in the design of lessons to **enhance** and **extend** learning. Lessons are **always** thoughtful, relevant, and engaging for students. The plans are developed long term and **consistently** include critical thinking and problem solving. Lesson plans are **always** detailed, well written, rigorous and there are **consistently** have supports for literacy development.

Possible evidence to look for:
- Lessons are engaging and relevant students
- Think Pair Share, KWL, graphic organizers and other researched based best practice strategies are used
- Instructional goals are part of the lesson/presentation
- Learning goals written in student friendly language
- Daily lesson plans connected to standards and to lesson objective
- Student assessment and past assignments used to drive lessons and re-teaching
- Vocabulary instruction present and related to lesson
- Data walls in classroom
- Lesson plans extend beyond the day, long term in place
- Lesson content and objectives align with district and state standards/scope and sequence
- Core, district adopted curriculum being used

		UNSATISFACTORY	BASIC	PROFICIENT	EXEMPLARY
DOMAIN III: INSTRUCTIONAL PRACTICE	**Standard 6: Lesson Delivery** Does the teacher… ➢ exhibit clear lesson delivery, reflect appropriate pacing and use a variety of effective teaching strategies? ➢ use a variety of questioning and discussion techniques to elicit student reflection and higher order thinking? ➢ use effective instructional strategies, including technology to teach content? ➢ ensure students are actively engaged in learning? ➢ facilitate smooth transitions with little loss of instructional time? ➢ use formative assessments during lesson delivery to guide instruction?	The teacher's lessons are **unclear** or difficult to understand or difficult to follow. There is **no** evidence of higher level thinking , problem-solving or effective questioning techniques being used. A single instructional strategy is used and there is **no** use of technology in the classroom, or the teacher ineffectively uses the available technology (used as a time filler). Students are **rarely** actively engaged in learning. Transitions are **unclear**, confusing and result in significant loss of instruction time. **No** evidence of formative assessments taking place during or at the conclusion of instruction.	The teacher's lessons are **sometimes** clear, easy to understand and follow. There is **seldom** evidence of higher level thinking, problem-solving or effective questioning techniques. Various instructional strategies are used, but not effectively. There is **some** effective use of technology in the classroom to deliver content and promote learning. Students are **sometimes** actively engaged in learning. Transitions often result in loss of instruction time. There is **some** evidence of formative assessments taking place during or at the conclusion of instruction. Assessment results are not used to guide instruction.	The teacher's lessons are **almost always** clear, easy to understand and easy to follow. Higher level thinking, problem-solving and effective questioning techniques are **often** used. Various instructional strategies are used **effectively**. Technology is effectively used to deliver content and enhance learning. The teacher uses resources beyond the textbook to **supplement** instruction. Students are **often** actively engaged in learning. Transitions are **clear** and result in little to no loss of instruction time. Formative assessments take place during **and** at the conclusion of instruction. Assessment results are **often** used to guide instruction.	The teacher's lessons are **always** clear, easy to understand and flow smoothly in a logical sequence. Higher level thinking, problem-solving and effective questioning techniques are **commonplace** and part of the classroom culture. Various instructional strategies are used **effectively**. Technology is embedded in lesson delivery and **consistently** used **effectively**. The teacher uses resources beyond the textbook to enhance instruction. Students are **always** actively engaged in learning. Transitions are **clear** and **seamless**. Formative assessments take place during **and** at the conclusion of instruction. Assessment results are **always** used to guide instruction.
	Standard 7: Feedback to Students Does the teacher… ➢ provide constructive feedback that is consistent, ongoing, facilitates learning, is timely and in a variety of forms? ➢ demonstrate the ability to listen to students and respond appropriately?	Appropriate feedback techniques are **not** used. Feedback is not constructive, and/or **does not** motivate students to improve their academic or behavior performance. Teacher feedback provided to students and between students is **not** respectful.	**Some** appropriate feedback techniques are used. Feedback is only teacher to student, somewhat constructive, and **sometimes** motivates students to improve their academic or behavior performance. Teacher feedback provided to students and between students is **sometimes** respectful.	**Various** appropriate feedback techniques are used. Feedback is **often** between peers, constructive, and **often** motivates students to improve their academic or behavior performance. Teacher feedback provided to students and between students is **almost always** respectful.	**Various** appropriate feedback techniques are **consistently** used and embedded in the culture of the classroom. Feedback is common between peers, **always** constructive, and motivates students to improve their academic or behavior performance. Teacher feedback provided to students and between students is **always** respectful.

		UNSATISFACTORY	BASIC	PROFICIENT	EXEMPLARY
DOMAIN III: INSTRUCTIONAL PRACTICE	**Standard 8:** **Assessment for Learning** Does the teacher… ➤ use assessment data to prepare for individual and group instruction, including re-teaching when necessary? ➤ use assessments that are aligned with instructional goals? ➤ administer and utilize appropriate standardized and district assessments adhering to professional guidelines?	Current assessment data is **not** used to prepare for or guide instruction, including re-teaching. The teacher uses very **few** formative and summative assessment tools, and when used are **rarely** aligned to instructional goals. The teacher is **not** familiar with the wide variety of state, district, and local assessment methods and options. Teacher does not adhere to professional guidelines when using assessments.	Current assessment data is **sometimes** used to prepare for or guide instruction, including re-teaching. The teacher **does not** have a clear system of tracking assessments, and therefore does not accurately know the performance level of students. The teacher **sometimes** uses formative and summative assessment tools but when used are **seldom** aligned to instructional goals. The teacher is partially aware of the wide variety of state, district, and local assessment methods. Teacher **sometimes** adheres to professional guidelines when using assessments.	Current assessment data is **almost always** used to prepare for or guide instruction, including re-teaching. The teacher has a clear system of tracking assessments, and knows the performance level of students. The teacher **often** uses formative and summative assessment tools, and when used are **almost always** aligned to instructional goals. The teacher is fully aware the wide variety of state, district, and local assessment methods and options. Teacher **almost always** adheres to professional guidelines when using assessments. The teacher **often** engages students in self-assessment of their own learning. Teacher is readily willing to share their assessment data with peers for improvement purposes.	Current assessment data is **always** used to prepare for or guide instruction, including re-teaching. The teacher has an **effective** clear system of tracking assessments, and **consistently** uses the performance level of students in lesson and assessment planning. Students are familiar with their own assessment data and have ownership over their learning. The teacher **consistently** uses formative and summative assessment tools and they are **always** aligned to instructional goals. The teacher is **acutely aware** of the wide variety of state, district, and local assessment methods and options. Teacher **always** adheres to professional guidelines when using assessments. The teacher **consistently** engages students in self-assessment of their own learning. Teacher is readily willing to share their assessment data with peers for improvement purposes.

Possible evidence to look for:
- Student assessments are directly connected to content and skills taught in classroom and subject standards
- Students are actively engaged in learning
- Students are practicing literacy – reading and writing use to learn content
- High level questioning taking place in discussions
- Gradual release of responsibility (I do, we do together, you do with classmate, you do independently)
- Smooth swift transitions with little loss of instruction time
- Student interaction common
- Use of technology to enhance and increase learning
- Timely, constructive student feedback
- Exit tickets used
- Cold calling
- Review of past assessments
- Examples and modeling used to demonstrate assignment expectations
- Grades updated and posted weekly (HAC)
- Academic language used related to subject and across content areas
- Multiple measures of student learning used
- Use of peer editing, peer teaching, and peer feedback
- Students always understand directions
- Students as clarifying questions
- Bell to bell instruction
- Bell ringers used
- Teacher speaks less than students during lesson

		UNSATISFACTORY	BASIC	PROFICIENT	EXEMPLARY
DOMAIN IV: STUDENT LEARNING AND GROWTH	**Standard 9:** **Student Growth** Does the teacher… ➤ set goals for student growth that are specific, measureable, attainable and rigorous? ➤ show evidence of student academic growth? ➤ maintain appropriate records to document student growth?	Teacher sets goals that are **not** stated in terms of student learning, not specific and are **difficult** to measure. **Few** goals are designed for students based on data and needs. Outcomes often lack rigor. Teacher **cannot** show evidence of academic growth of students. Records **rarely** up to date and entered on time for conferences or team meetings. *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. Student growth results are missing or incomplete.	Teacher sets goals stated in terms of student learning, but **sometimes** aren't very specific and are difficult to measure. **Sometimes** goals are designed for students based on data and needs. Outcomes **seldom** have rigor. Teacher can **sometimes** show evidence of academic growth of students. Records are **sometimes** up to date and entered on time for conferences or team meetings. *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.	Teacher **often** sets goals stated in terms of student learning, are specific and easy to measure. Goals are designed for students based on data and needs. Outcomes are **almost always** rigorous. Teacher can show evidence of academic growth of students. Records are **almost always** up to date and entered on time for conferences or team meetings. *Approximately 90% of students met their target(s). Results within a few points, a few percentage points, or a few students on either side of the target(s) should be considered "met". The bar for this category should be high and it should only be selected when it is clear that all or almost all students met the overall level of attainment established by the target(s).	Teacher sets goals that are **consistently** stated in terms of student learning, are specific, and easy to measure. **G**oals are designed for students based on data and needs. Outcomes are **always** rigorous. Teacher **and** all students are aware of and can show evidence of their academic growth. Records are **always** up to date and entered on time for conferences or team meetings. *Approximately 90% of students met their target(s) and approximately 25% of students exceeded their target(s). This category should only be selected when a substantial number of students surpassed the overall level of attainment established by the target(s).

Possible evidence to look for:

- Documentation of student growth, pre-post assessments given throughout school year
- Performance tasks, work samples, essential skills proof (use of state scoring guide)
- Smarter Balanced Scores/ OAKS Science Scores
- IEP goals being met
- Collection and use of student baseline data
- Evidence of personal reflection
- Progress monitoring happens regularly
- Adjustments to instruction based on data

		UNSATISFACTORY	BASIC	PROFICIENT	EXEMPLARY
DOMAIN V: PROFESSIONAL RESPONSIBILITY	**Standard 10:** **Professional Responsibility** Does the teacher… ➢ know and adhere to job description, standards of performance and carries out duties as assigned maintaining confidentiality? ➢ maintain accurate records according to district and building protocols? ➢ communicates in a timely, effective, and respectful way with all stakeholders: students, parents, colleagues and supervisors? ➢ effectively and appropriately collaborates with colleagues and other professionals? ➢ know and actively participate in building and district initiatives? ➢ pursue professional growth through reflection, self-assessment, learning and knowledge of best practices?	The teacher **struggles** to follow directions, carry out assigned duties and needs constant reminders to turn in paperwork or complete required reports. Teacher **frequently** struggles to maintain confidentiality. The teacher **rarely** maintains accurate district or building records; often not up to date. The teacher does not effectively communicate with stakeholders, is frequently not available to others and **does not** return communications consistently. At times the teacher does not respond in a professional manner. The teacher **does not** effectively collaborate. The teacher is **not** aware of building or district initiatives and **rarely** directs effort toward learning about or implementing the initiatives. The teacher has demonstrated by action an **unwillingness** to change, learn, or grow as a professional.	The teacher follows directions, carries out most assigned duties, but **sometimes** needs reminders to turn in paperwork or complete required reports. Teacher **occasionally** needs reminders to maintain confidentiality. The teacher **sometimes** maintains district and building records but **sometimes** needs reminders to keep them up to date and **sometimes** they are not accurate. The teacher responds professionally most of the time and is available to others when needed. The teacher **sometimes** returns communications in a timely manner. The teacher **sometimes** effectively communicates with stakeholders. The teacher **sometimes** collaborates effectively. The teacher is **sometimes** aware of building and district initiatives and directs **some** effort toward learning about and implementing the initiatives. The teacher **sometimes** demonstrates a willingness to change, learn, and grow as a professional.	The teacher **almost always** carries out all assigned duties and completes required reports. Teacher **almost always** maintains confidentiality. The teacher **almost always** maintains a clear, timely and accurate system of required district and building records. The teacher **almost always** responds professionally in situations, is available to others when needed and returns communications in a timely manner. The teacher **often** initiates communication with stakeholders. Students have access to information about completed or missing assignments. The teacher **almost always** collaborates effectively. The teacher is aware of building and district instructional initiatives and **often** directs effort toward learning about and implementing the initiatives. The teacher **almost always** demonstrates a willingness to change, learn, self-reflect and grow as a professional.	The teacher **consistently** carries out all assigned duties and **always** completes required reports on time. Teacher **always** maintains professionalism and confidentiality. The teacher **always** maintains a clear, timely and accurate system of required district and building records. The teacher **always** responds professionally in all situations, is available to others when needed and returns communications in a timely manner. The teacher **consistently** initiates communication with stakeholders. Students have explicit knowledge of missing or incomplete assignments. The teacher **always** collaborates respectfully and effectively. The teacher is aware of building and district instructional initiatives and **consistently** directs significant effort toward learning about and implementing the initiatives. Teacher is a leader in helping others to change and implement the building or district initiatives. The teacher is **always** self-motivated to change, learn, self-reflect and grow as a professional, Teacher seeks out feedback and demonstrates a desire to learn from others. Teacher is willing to help and lead others to change.

Possible evidence to look for:
- Present and actively participates positively in PLCs
- Collaborates often with team
- Attends professional development opportunities
- Use of self-reflection and professional growth to work towards district strategic plan
- Maintains accurate and timely records in TalentED and Teacher Access
- No eye rolling
- Does not correct student papers in staff meetings or PLC meetings
- Responds to emails and phone calls within 24 hours
- Uses district adopted curriculum with fidelity
- Not on cell phone in meets or during student contact time
- Kind and respectful to all
- Accepts constructive feedback

Aligned Professional Development Plan

Levels of Need For Professional Development
District Level: based on data from all schools' assessment and evaluation outcomes, new curriculum or initiatives, state or federal initiatives
School Level: based on aggregated classroom data, student and family contexts, school-wide data, issues or whole school initiatives
Grade, Subject, Team or Professional Learning Community Level: based on data indicating needs of a specific subgroup of students or in a specific content area
Individual Level: based on classroom data, student context, evaluation data, teaching standards, or induction for new teachers or for new assignments.

Standards for Professional Development
Professional development that increases educator effectiveness and raises student achievement includes…
Learning Communities: The Pendleton School District (PSD) is committed to maintaining Professional Learning Communities (PLC). Our Professional Learning Communities apply cycles of continuous improvement including: creation of common assessments, analysis of data to determine student and educator learning needs, review and implementation of evidence based strategies.
Leadership: PSD has established leadership roles and responsibilities for teachers with an overall rating of proficient or exemplary. These roles include, but are not limited to: PLC leaders, mentors, learning walk leaders, book study leaders, professional development facilitators and data-driven decision making teams who support district initiatives. These teacher leaders will work in collaboration with all levels of the PSD administrative team to develop capacity, advocate and create support systems for professional development.
Resources: Professional development increases educator effectiveness through human, fiscal, material, technology, and time resources to achieve student growth goals. Resource allocation is decided through student and educator learning needs to achieve intended outcomes of written goals. PSD is committed to prioritizing the resources to increase educator effectiveness. Resources in PSD include: after-school meetings, Professional Learning Communities, in-district credits, tuition reimbursement, mentoring, job imbedded prep times and technology resources, such as, online student grading and online teacher evaluation. PSD uses recommendations from leadership stakeholders to examine, adjust, or change coordinated resources that affect professional development.
Data: Evaluation data and results from common assessments collected throughout the year will be used to assess student growth goal progress. Multiple measures will be used to evaluate a teacher's professional practice, professional responsibility and impact on student growth. Professional needs should have links to current student data as well as the results of the previous year's evaluation deficits. Teachers will reflect upon this data when completing their self-assessment at the beginning and end of the school year. Data about students, educators and systems will be used in PSD to drive plans for professional development. The areas of greatest deficit will be identified by a professional development leadership team and used to create a district-wide professional development plan for the following year. Data will be collected on the effectiveness of professional development opportunities through internal and external evaluations and links to increased educator effectiveness and raised student achievement.

Learning Designs: Integrating theories, research, and human learning models into planning and design will increase effectiveness of professional development.

PSD uses many different types of frameworks to design and facilitate the learning needs of students. These include active engagement, Sheltered Instruction Observation Protocol (SIOP), modeling, formative & summative assessments, common assessments, data analysis, book studies, targeted learning walks, use of technology, student learning objectives, and outcome and project based learning.

PSD educators take active roles to choose and construct appropriate learning designs that will maximize learning and achieve the intended student outcomes. Educators will have ongoing practice, reflections, assessment, and feedback from peers and administration.

Implementation: Educator effectiveness improves student learning if changes in professional development are implemented and support is sustained over a long period of time. PSD is committed to supporting embedded professional development. Administration has access to a variety of formative observation tools that are linked directly to aligned professional development. Teachers may request to be observed using a specific tool or administrators may initiate use of a tool based on a teacher's evaluation. PSD continues to support professional development that is relevant to district initiatives. This adheres to a commitment of long-term change, deeper understanding and expectations for implementation with fidelity. Professional Learning Communities provide time and sharing of resources for: planning lessons with new strategies, sharing experiences about implementation, analyzing student work, reflecting on outcomes and assessing progress towards student growth goals and professional development needs.

Outcomes: Professional growth plans are based first and foremost on needs and outcomes linked directly to student growth goals. Professional development will include differentiated instructional practices to support teachers in defining equitable outcomes in order for all students to achieve. Standards in the PSD evaluation handbook require teachers to have a clear understanding of CCSS (Common Core State Standards) for student learning. Professional growth plans and support systems will be focused on a clear understanding and application of such learning standards.

Adapted from *Learning Forward Standards for Professional Learning*
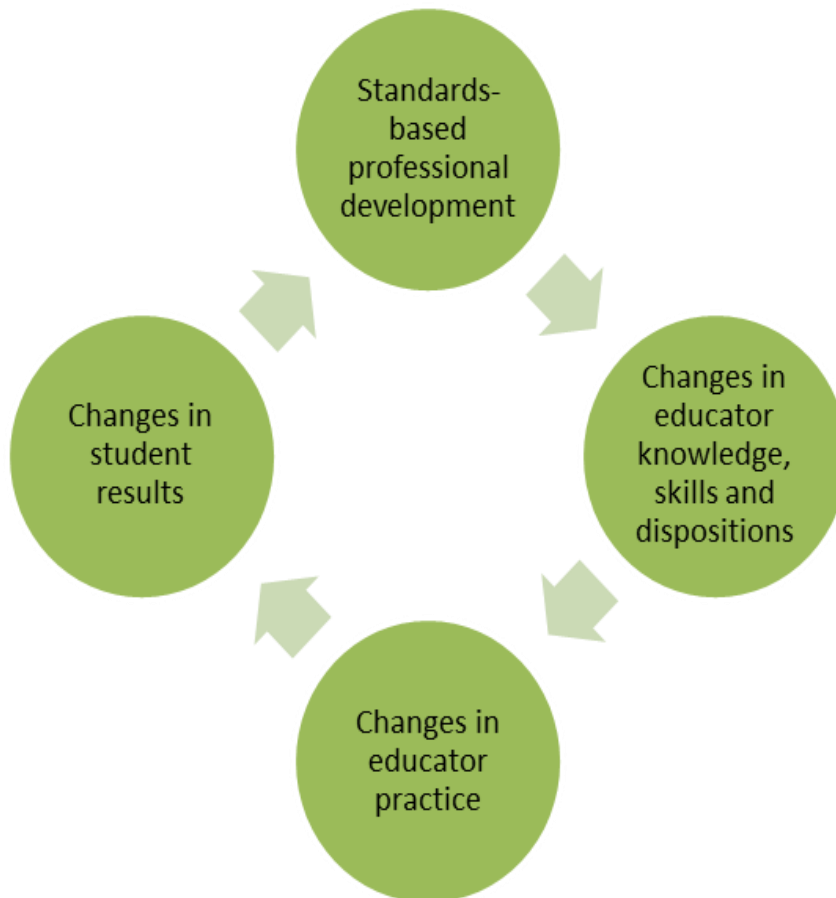
Forms

The forms in this document are for reference only. Forms for teacher use are available in TalentEd Perform.

FORMAL PRE-OBSERVATION REPORT

Teacher _____   Supervisor _____

Date _____   Time _____   Subject Taught _____

1.   Learning target or goal stated in terms of student learning for the lesson and state and/or national standards this lesson will address:

2.   Procedure(s):

3.   Teacher's plan to evaluate student achievement of the learning target (how will you know if they learned anything from the lesson?):

*How will you use of the results of the assessment?

4.   What would you like me to look at specifically that will most benefit you when I provide feedback? (e.g., instructional strategies, active engagement techniques, pupil interactions, feedback, etc.):

REFLECTION SHEET

To be completed by teacher following each formal observation and taken to post-observation conference.

NAME _____ SCHOOL _____

GRADE/SUBJECT _____ DATE _____

1. As I reflect on the lesson, to what extent were the students productively engaged in the work? How do I know?

2. Did the students learn what I expected them to learn? Were my instructional goals met? Or how and when will I know?

3. Did I alter my goals or my work plan as I taught the lesson? Why? How?

4. If I had the opportunity to teach this lesson again, to this same group of students, what would I do differently? Why?

Self-Assessment Form

Teacher Name:_____   School:_____

Assignment_____   Date:_____

Domain I: The Learner and Learning	U	B	P	E	NA
Standard 1: Learner Environment * Do I have a safe and accessible classroom environment for all students? * Do I have a classroom environment that promotes equity, respect and positive interpersonal interactions? * Do I clearly communicate, teach and address classroom and school expectations?					
Standard 2: Content Knowledge * Do I demonstrate effective command of the subject I teach to guide student learning? * Do I adapt the curriculum to meet the needs of all of my students? * Do I use the district adopted curriculum as my core curriculum and follow the approved scope and sequence?					
Standard 3: Knowledge of Students * Do I teach to and support each student's learning style? * Do I activate and build upon students' prior knowledge and experience? * Do I understand and support students' culture and heritage?					
Comments:					

Domain II: Content	U	B	P	E	NA
Standard 4: Instructional Goal Setting * Do I select goals that are measurable and are they stated in terms of student learning? * Do I select appropriate instructional goals based upon national, state and district standards? * Do I have high expectations for the success of all students, the quality of their work and their overall achievement?					
Standard 5: Lesson Design *Do I design instruction based on content standards? *Do I use individual students' culture and heritage in lesson design? *Do I design instruction based on research-based best practices, including critical thinking and problem solving? *Do I develop and implement supports for literacy development across content areas?					
Comments:					

Domain III: Instructional Practice	U	B	P	E	NA
Standard 6: Lesson Delivery * Do I exhibit lesson delivery that is clear, reflects appropriate pacing and uses a variety of effective teaching strategies? * Do I use a variety of questioning and discussion techniques that elicit student reflection and higher order thinking? * Do I use instructional resources effectively, including technology to aid in the teaching of content? * Are my students actively engaged in their learning? * Do I facilitate smooth transitions with little loss of instruction time? * Do I use formative assessments during lesson delivery to guide my instruction?					
Standard 7: Feedback to Students *Do I provide consistent constructive feedback which facilitates learning, is timely and given in a variety of formats? *Do I demonstrate the ability to listen to students and respond appropriately to them?					
Standard 8: Assessment * Do I use assessment data to prepare for individual and group instruction, including re-teaching when necessary? * Do I use assessments that are aligned with instructional goals? * Do I administer standardized and local assessments adhering to directions and professional guidelines?					
Comments:					

Domain IV: Student Learning and Growth	U	B	P	E	NA
Standard 9: Student Learning and Growth * Do I set goals for student growth that are specific, measurable, attainable and rigorous? * Can I show evidence of student growth? * Do I maintain appropriate records to document student growth?					
Comments:					

Domain V: Professional Responsibilities	U	B	P	E	NA
Standard 10: Professional Learning and Ethical Practice * Do I know and adhere to my district job description, standards of practice and carry out duties as assigned? * Do I maintain confidentiality? * Do I maintain accurate records according to district and building protocols? * Do I communicate in a timely, effective and respectful way with students, parents, colleagues and my supervisor? * Do I effectively and appropriately collaborate with colleagues and other professionals? * Do I know and actively participate in building and district initiatives? * Do I pursue professional growth through reflection, self-assessments, continuous learning and knowledge of best practices?					
Comments:					

Formative Evaluation Form

Teacher Name:_____ Probationary: ☐ Year _____ Contract ☐

Supervisor:_____ School:_____ Assignment_____

Domain I: The Learner and Learning	U	B	P	E	NA
Standard 1: Learner Environment * Does the teacher have a safe and accessible classroom environment for all students? * Does the teacher have a classroom environment that promotes equity, respect and positive interpersonal interactions? * Does the teacher clearly communicate, teach and address classroom and school expectations?					
Standard 2: Content Knowledge * Does the teacher demonstrate effective command of the subject they teach to guide student learning? * Does the teacher adapt the curriculum to meet the needs of all of their students? * Does the teacher use the district-adopted curriculum as their core curriculum and follow the approved scope and sequence?					
Standard 3: Knowledge of Students * Does the teacher teach to and support each student's learning style? * Does the teacher activate and build upon students' prior knowledge and experience? * Does the teacher understand and support students' culture and heritage?					
Comments:					

Domain II: Content	U	B	P	E	NA
Standard 4: Instructional Goal Setting * Does the teacher select goals that are measurable and are they stated in terms of student learning? * Does the teacher select appropriate instructional goals based upon national, state and district standards? * Does the teacher have high expectations for the success of all students, the quality of their work and their overall achievement?					
Standard 5: Lesson Design *Does the teacher design instruction based on content standards? *Does the teacher use individual students' culture and heritage in lesson design? *Does the teacher design instruction based on research-based best practices, including critical thinking and problem solving? *Does the teacher develop and implement supports for literacy development across content areas?					
Comments:					

Domain III: Instructional Practice	U	B	P	E	NA
Standard 6: Lesson Delivery * Does the teacher exhibit lesson delivery that is clear, reflects appropriate pacing and uses a variety of effective teaching strategies? * Does the teacher use a variety of questioning and discussion techniques that elicit student reflection and higher order thinking? * Does the teacher use instructional resources effectively, including technology to aid in the teaching of content? * Are the teachers students actively engaged in their learning? * Does the teacher facilitate smooth transitions with little loss of instruction time? * Does the teacher use formative assessments during lesson delivery to guide their instruction?					
Standard 7: Feedback to Students *Does the teacher provide consistent constructive feedback which facilitates learning, is timely and given in a variety of formats? *Does the teacher demonstrate the ability to listen to students and respond appropriately to them?					
Standard 8: Assessment * Does the teacher use assessment data to prepare for individual and group instruction, including re-teaching when necessary? * Does the teacher use assessments that are aligned with instructional goals? * Does the teacher administer standardized and local assessments adhering to directions and professional guidelines?					
Comments:					

Domain IV: Student Learning and Growth	U	B	P	E	NA
Standard 9: Student Learning and Growth * Does the teacher set goals for student growth that are specific, measurable, attainable and rigorous? * Can the teacher show evidence of student growth? * Does the teacher maintain appropriate records to document student growth?					
Comments:					

Domain V: Professional Responsibility	U	B	P	E	NA
Standard 10: Professional Learning and Ethical Practice * Does the teacher know and adhere to the district job description, standards of practice and carry out duties as assigned? * Does the teacher maintain confidentiality? * Does the teacher maintain accurate records according to district and building protocols? * Does the teacher communicate in a timely, effective and respectful way with students, parents, colleagues and their supervisor? * Does the teacher effectively and appropriately collaborate with colleagues and other professionals? * Does the teacher know and actively participate in building and district initiatives? * Does the teacher pursue professional growth through reflection, self-assessments, continuous learning and increasing knowledge of best practices?					

_____   _____   _____

Teacher   Supervisor   Date

This Evaluation has been discussed between the supervisor and teacher.

Summative Evaluation Form

Teacher Name:_____ Probationary: ☐ Year _____ Contract ☐

Supervisor:_____ School:_____ Assignment_____

Performance Levels	Definitions of Performance as Applied to Standards of Professional Practice
Unsatisfactory	Does not meet standards; performs below the expectations for good performance under this standard; requires direct intervention and support to improve practice
Basic	Making sufficient progress toward meeting this standard; meets expectations for good performance most of the time and shows continuous improvement; expected improvement through focused professional learning and growth plan
Proficient	Consistently meets expectations for good performance under this standard; demonstrates effective practices and impact on student learning; continues to improve professional practice through ongoing professional learning
Exemplary	Consistently exceeds expectations for good performance under this standard; demonstrates highly effective practices and impact on student learning; continued expansion of expertise through professional learning and leadership opportunities

Domain I: The Learner and Learning	U	B	P	E	NA
Standard 1: Learner Environment					
Standard 2: Content Knowledge					
Standard 3: Knowledge of Students					
Comments:					

Domain II: Content	U	B	P	E	NA
Standard 4: Instructional Goal Setting					
Standard 5: Lesson Design					
Comments					

Domain III: Instructional Practice	U	B	P	E	NA
Standard 6: Lesson Delivery					
Standard 7: Feedback to Students					
Standard 8: Assessment					
Comments:					

Domain IV: Student Learning and Growth	U	B	P	E	NA
Standard 9: Student Learning and Growth					
Comments:					

Domain V: Professional Responsibility	U	B	P	E	NA
Standard 15: Professional Responsibility					
Comments:					

Summative Rating and Additional Comments	U	B	P	E	NA
Summative Rating:					
Comments:					

Recommendation:

Contract Extension ☐   Contract Renewal ☐   Other ☐   Details:_____

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

_____   _____   _____
Teacher   Supervisor   Date

This Evaluation has been discussed between the supervisor and teacher.

Original to Human Resources   Copy to Supervisor   Copy to Teacher

PENDLETON SCHOOL DISTRICT TEACHER GOALS PROCESS TEMPLATE

Teacher	
Assignment	
School	
Administrator	

<table>
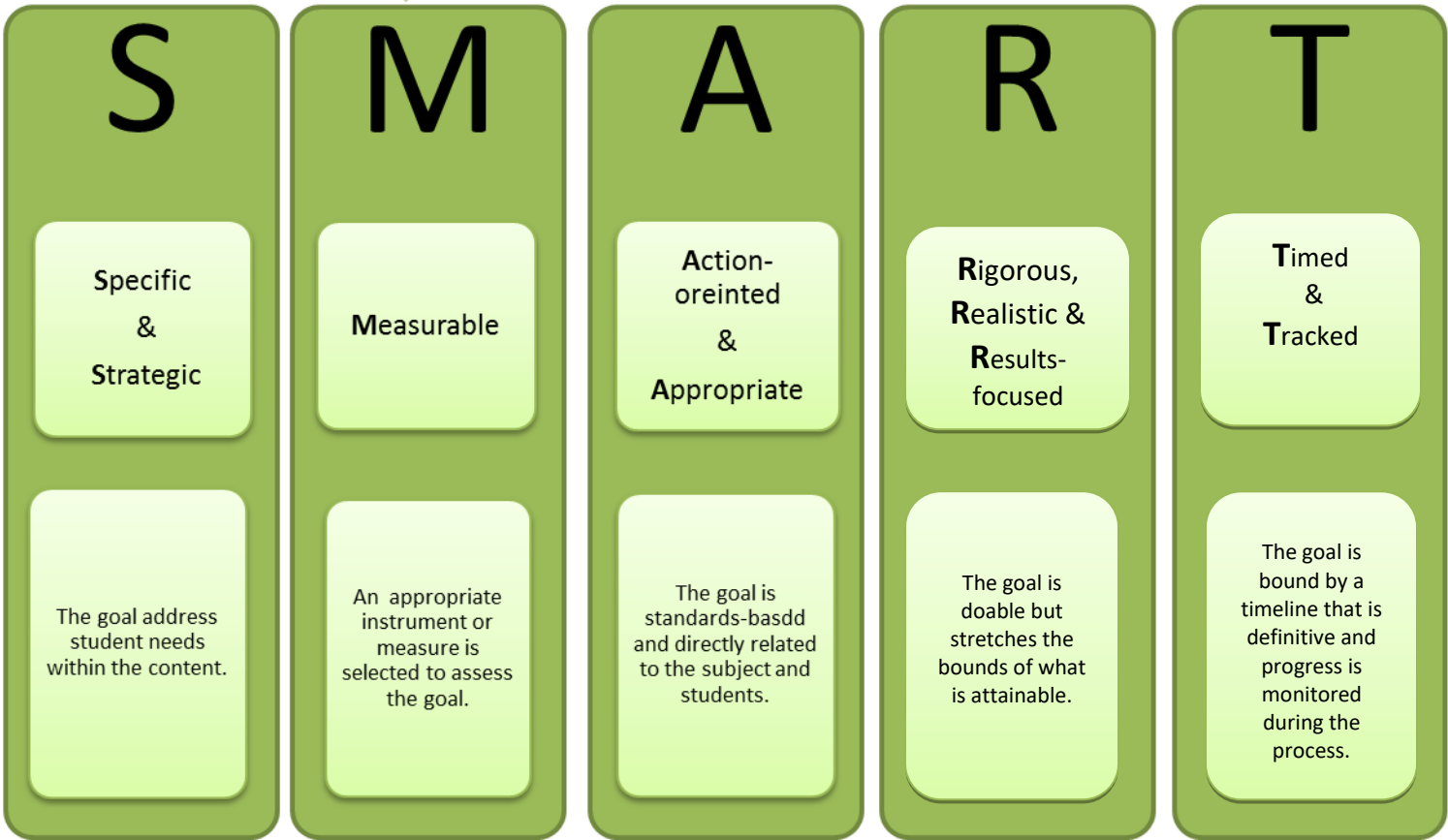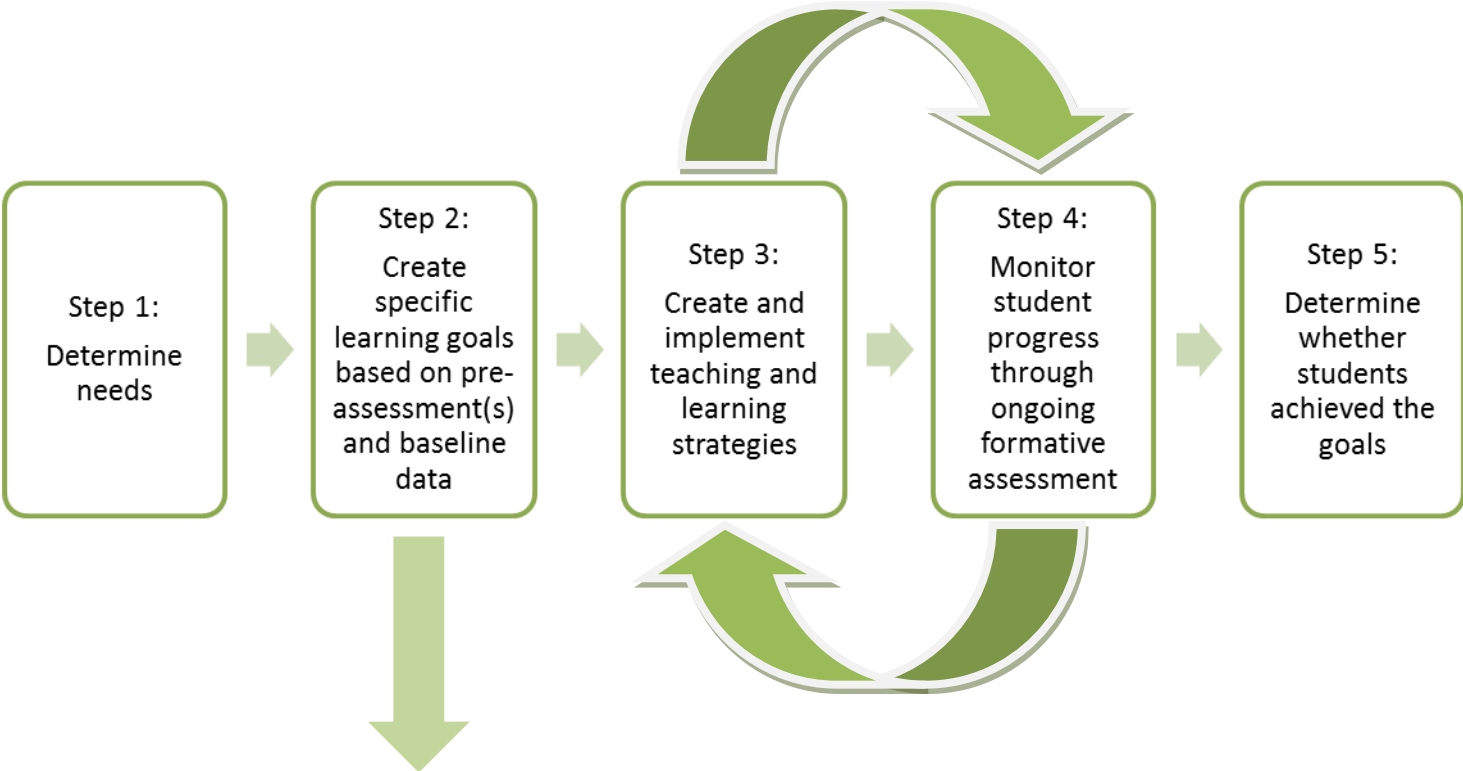<tr><td rowspan="13">Initial Conference</td><td>Content
The goal is being written around which grade/subject/level?</td><td></td></tr>
<tr><td>Assessments
What assessments will be used to measure student growth?</td><td>☐ Category 1_____
☐ Category 2_____</td></tr>
<tr><td>Context
What are the characteristics or special learning circumstances of my class(es)?</td><td></td></tr>
<tr><td>Baseline Data
What are the learning needs of my students? Attach supporting data.</td><td></td></tr>
<tr><td>Student Growth Goal Statement
(written in SMART format)</td><td></td></tr>
<tr><td>Rationale
Why was this goal selected?</td><td></td></tr>
<tr><td>Strategies for Improvement
How will I help students attain this goal? Provide specific actions that will lead to goal attainment.</td><td></td></tr>
<tr><td>Professional Learning and Support
What professional development will help me accomplish my goal?
How has my self-assessment and evaluation informed my professional development needs?
How might I team with colleagues in professional development toward my goal?
How will my professional development impact my student growth goal?</td><td></td></tr>
<tr><td>Professional Growth Goal(s)</td><td></td></tr>
<tr><td>Strategies
How will I attain this goal?</td><td></td></tr>
<tr><td>Professional Learning and Support
What professional development or support will help you reach this goal?</td><td></td></tr>
<tr><td colspan="2">Teacher Signature: Date: Administrator Signature: Date:</td></tr>
</table>

Mid-Year Review	**Collaborative Mid-Year Data Review** What progress has been made? Attach supporting data.			
	Strategy Modification What adjustments need to be made to my strategies?			
	Teacher Signature:	Date:	Administrator Signature:	Date:

Evaluation Conference	**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 Growth Reflection How can I use the results to support my future professional growth? What additional professional growth needs do I have based on my self assessment?			
	Teacher Signature:	Date:	Administrator Signature:	Date:

Step-by Step **SMART** Goal Setting

| Step 1: Determine needs | Step 2: Create specific learning goals based on pre-assessment(s) and baseline data | Step 3: Create and implement teaching and learning strategies | Step 4: Monitor student progress through ongoing formative assessment | Step 5: Determine whether students achieved the goals |

S M A R T

S	**M**	**A**	**R**	**T**
Specific & Strategic	**Measurable**	**Action-oreinted & Appropriate**	**Rigorous, Realistic & Results-focused**	**Timed & Tracked**
The goal address student needs within the content.	An appropriate instrument or measure is selected to assess the goal.	The goal is standards-basdd and directly related to the subject and students.	The goal is doable but stretches the bounds of what is attainable.	The goal is bound by a timeline that is definitive and progress is monitored during the process.

Student Learning and Growth Goal Quality Review Checklist

For an SLG goal to be approved, all criteria on the chart below must be met.

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

Student Growth Goal Checklist

This checklist is provided as a resource to teachers and administrators in the writing and evaluation of Student Growth Goals (SGG).

Baseline and Trend Data	Student Population	Interval of Instruction	Standards and Content	Assessments(s)	Growth Target(s)	Rationale for Growth Target(s)
What information is being used to inform the creation if the SGG and establish the amount of growth that should take place within the time period?	Which Students will be included in the SGG? Include course, grade level and number of students.	What is the duration of the course that the SGG will cover? Include beginning and end dates.	What content will be the SGG target? To what related standards is the SGG aligned?	What assessment(s) will be used to measure student growth for the SGG?	Considering all available data and content requirements, what growth target(s) can students be expected to reach?	What is your rationale for setting the target(s) for student growth within the interval of instruction?
o Identifies sources of information about students (e.g. test scores from prior years, results of pre-assessments) o Draws upon trend data, if available o Summarizes the teacher's analysis of the baseline data by identifying student strengths and weaknesses	o Identifies the class or subgroup of students covered by the SGG o Describes the student population and considers any contextual factors that may impact student growth (demographic, life event, etc.) o If subgroups are excluded, explains which students, why they are excluded and if they are covered in another SGG	o Matches the length of the course (e.g. quarter, semester, year) o Reflects students who receive at least 85% of the teacher's instruction for that course	o Specifies how the SGG will address applicable Common Core State Standards o Represents the big ideas or domains of the content taught during the interval of instruction o Identifies core knowledge and skills students are expected to attain as required by the applicable standards	o Identifies assessments that have been reviewed by content experts to effectively measure course content and reliably measure student learning as intended o Selects measures with sufficient "stretch" so that all students may demonstrate learning, or identifies supplemental assessments to cover all ability levels in the course o Provides a plan for combining assessments if multiple summative assessments are used	o Uses baseline or pretest data to determine appropriate growth o Sets developmentally appropriate targets o Creates tiered targets when appropriate so that all students may demonstrate growth o Sets ambitious yet attainable targets	o Demonstrates teacher knowledge of students and content o Explains why target is appropriate for the population o Addresses observed student needs o Uses data to identify student needs and determine appropriate growth targets o Explains how targets align with school and district goals o Sets rigorous expectations for students and teacher(s)

Plan of Assistance for Improvement Form

Teacher Name:_____

Supervisor:_____ School:_____ Assignment_____ Date_____
*Developed in cooperation with Administrator, Certified Staff Member and Association Representative

1. Area of Deficiency:
Domain(s) _____   Performance Standard(s)_____ Concerns:

2. Supervisor's Expectations:

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

4. Timeline:

Teacher Signature:_____   Date:_____

Administrator Signature:_____   Date:_____

Association Member Signature:_____   Date:_____

Original to Teacher   Copy to Supervisor   Copy to Human Resources

DOCUMENTATION OF PROFESSIONAL DEVELOPMENT

This form is to be maintained by the teacher as a record of the professional development necessary for license renewal.

List Professional Development Activities	Standard	Number of PDU's

Standards for Professional Learning

Learning Communities

Resources

Learning Designs

Outcomes

Leadership

Data

Implementation

Note:

One clock hour = 1 PDU

One quarter hour credit = 20 PDU's.

One semester hour credit = 30 PDU's

Minimum of PDU's

75 for 3 year License

125 for 5 year License

Total PDU's :

Teacher Evaluation System Glossary of Terms

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

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

Formal Observation: A formal observation is a scheduled classroom visit by a supervisor that includes a pre-conference to discuss the lesson, an observation of the full instructional period and a post-conference to discuss the lesson. The teacher will be given written feedback from the supervisor. Formal observations will occur at least twice a year for all Probationary teachers and will be a component in a Program of Assistance for Improvement. However, they can occur for any teacher any time a supervisor deems necessary.

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

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

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

The descriptors for the performance levels are as follows:
- ❖ **Unsatisfactory (U)**: Does not meet standards; performs below the expectations for good performance under this standard; requires direct intervention and support to improve practice.
- ❖ **Basic (B)**: Making sufficient progress toward meeting this standard; meets expectations for good performance most of the time and shows continuous improvement; expected improvement through focused professional learning and growth plan.
- ❖ **Proficient (P)**: Consistently meets expectations for good performance under this standard; demonstrates effective practices and impact on student learning; continues to improve professional practice through ongoing professional learning.
- ❖ **Exemplary (E)**: Consistently exceeds expectations for good performance under this standard; demonstrates highly effective practices and impact on student learning; continued expansion of expertise through professional learning and leadership opportunities.

Performance Standards: State law requires each district to establish performance standards that will be used to evaluate teacher performance. The development of performance standards must be in coordination with the local teachers' association. The Pendleton Teacher Evaluation System has 17 performance standards, and components of these standards are used to set goals for teacher performance.

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

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

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

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

Temporary Teacher: Any teacher employed to fill a position designated as temporary or experimental or to fill a vacancy which occurs after the opening of school because of unanticipated enrollment or because of the death, disability, retirement, resignation, contract non-extension or dismissal of a contract or probationary teacher.