



Teacher Evaluation and Support System

Molalla River School District
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Preface

The process to be used in evaluating the performance of teachers is outlined in the Teacher Evaluation and Professional Growth Handbook. The major objective of evaluation is to improve the quality of instruction being provided to students of Molalla. The evaluation process is the fundamental basis used to identify exceptional performance, areas where performance can and should be improved, and marginal and substandard performance. Personnel involved in the evaluation process have the common objective to improve instruction and maintain the highest levels of professional practice and responsibilities.

We recognize that success for all professionals begins with clear standards. A representative committee met throughout the 2012-13 school year to draft this pilot version of our teacher evaluation and support system. Throughout the 2013-14 school year, pilot activities were reviewed by the committee and a final version to be in place for future school years. Throughout our work we reviewed a variety of different standards; but ultimately chose to create a hybrid based on the InTasc standards. They were reviewed and submitted to the Oregon Department of Education for approval.

This document, based on the InTASC Standards, was created by the following professionals over the course of two school years, and serves as the framework for supporting teachers in the Molalla River 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 our committee members for their dedication and professional contribution!

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System Elements

There are five key elements of the evaluation and support system. These include rigorous standards, clearly stated performance levels, a variety of data points upon which to judge an educator's performance, a regular cycle and professional development aligned to the standards themselves.

1. **Standards of Professional Practice.** The state adopted Model Core Teaching Standards and Educational Leadership/Administrator Standards define what teachers and administrators should know and be able to do to ensure that every student is ready for college, career 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. *At any given point in time, educators may demonstrate varying performance levels. Most teachers will perform at the satisfactory level most of the time. This satisfactory performance level is represented by a rating of three (3) within the rubric.*
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.

Multiple Measures

Due to the complex nature of teaching and learning, a single measure does not provide sufficient evidence to evaluate performance. When combined, 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.

The Molalla River School District Professional Growth and Evaluation Plan is based on a core belief that multiple measures are used to evaluate teacher effectiveness. These measures are based on the InTASC standards.

The multiple measures refer to tools, instruments, protocols, assessments, and processes to collect evidence on performance and assessment. These measures must support each of the following three categories of the Molalla River School District Professional Growth and Evaluation Plan.

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

Evidence Collection

Professional Practice – Standards 1-8

Evidence will support the quality of the teachers' planning, delivery of instruction and assessment of student learning. Documentation will include formal classroom observations, drop-in (unannounced) observations, and artifacts to include lesson plans, curriculum design, student assignments and student work. Artifacts and observation summaries are maintained in the handbook in the appendix in the appropriate sections.

Professional Responsibilities – Standards 9-10

Evidence will support teacher's progress toward their professional goals and contribution to school wide goals. Documentation will include teacher reflections, self reports, data analysis, professional goal setting, student growth goal setting, records of contribution, peer collaboration, teamwork, parent/teacher surveys, meetings, Data Teams, portfolios, building and district level leadership activities.

Student Learning and Growth

Student Learning and growth means measures of student progress (across two or more points in time) in relation to state or national standards. Student learning and growth is evidenced by state assessments as well as national, international, district-wide and other valid and reliable assessments and collections of student work. Educators, in collaboration with their supervisor will set goals aligned to state or national standards for their students and use assessments to measure their progress toward these goals.

Three "Buckets" of Evidence

All teachers will be evaluated using evidence for each of the three components in combination with one another. Administrators will use evidence from all three areas and components to holistically rate performance.

Teacher Evaluation = Three "Buckets" of Evidence



Standards

PROFESSIONAL PRACTICE

The Learner & Learning

Standards 1-3

Content Knowledge

Standards 4-8

Standard # 1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard # 4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard # 5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard # 6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

PROFESSIONAL RESPONSIBILITIES

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard # 10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Timeline

	Probationary and Temporary Teachers		Proficient Contract Teachers ON-Cycle		Proficient Contract Teachers OFF-Cycle		*Not Meeting District Expectations
October	15	Submit Goals Goals Conference					*Teachers not meeting district expectations should refer to page 23 in this handbook for guidelines.
			31	Submit Goals Goals Conference	31	Submit Goals Goals Conference	
December	15	Pre- Observation Form Pre-Observation Conference Formal Observation Post Observation Conference	15	Pre- Observation Form Pre-Observation Conference Formal Observation Post Observation Conference			
March	1	Mid-Year Goals review Conference Board Action/Notification of Employment	1	Mid-Year Goals review Conference Board Action/Notification of Employment			
May	1	Pre-Observation Form Pre-Observation Conference Formal Observation Post-Observation Conference	1		1		
On or before the last teacher work day		End of Year Goals Review Conference and Summative Evaluation		End of Year Goals Review Conference and Summative Evaluation		End of Year Goals Review Conference	
Drop-Ins	A Minimum of 3 un-scheduled drop-in observations will occur for all teachers per school year.						

*Teachers not meeting district expectations should refer to page 23 in this handbook for guidelines.

Student Learning and Growth: Evidence of teachers' contribution to student learning and growth.

Teachers, in collaboration with their supervisors/evaluators, will establish at least two student learning and growth goals and identify measures that will be used to determine goal attainment (see Table 2 below). They will also specify what evidence will be provided to document progress on each goal. As explained below, appropriate measures of goal attainment depends on teacher assignment.

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

Teachers in non-tested grades and subjects: These teachers may use measures from Category 2 for both of their goals. They may also use Category 1 as an option, based on what is most appropriate for the curriculum and students they teach. The district will determine if the assessments that are used need to be comparable across just a school or across all schools within the district

Note: Districts will not have to use Category 1 state assessments to measure SLG goals during the 2014-15 school year as Oregon transitions from OAKS to SMARTER. Educators will use measures from Category 2 for both SLG goals.

Table 2. Types of Measures for Student Learning and Growth for Educator Evaluations

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

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

²ODE assessment guidance can be found at <http://www.ode.state.or.us/search/page/?id=512>

Tiered Goals

Tiered goals are goals which recognize that not all students will progress in the same way toward proficiency within a given standard. Additionally, tiered goals recognize that the students who are furthest away from grade level performance are the students who ought to see the greatest amount of growth. Some examples of tiered goals follow.

Elementary Mathematics Sample

100% of the first grade students will demonstrate growth in fluency of the mathematics basic facts through 10 as measured by performance on the basic fact assessments for quarters 1, 2, 3, and 4 and End-of- Year Assessment.

Above grade level students will demonstrate proficiency on basic facts through 20.

- All students who demonstrated mastery of 0-30% of the basic facts on the Beginning-of-the-Year baseline data will increase mastery to at least 50% on the End-of-the-Year Assessment.
- All students who demonstrated mastery of 31-45% of the basic facts on the Beginning-of-the-Year baseline data will increase mastery to at least 65% on the End-of-the-Year Assessment.
- All students who demonstrated between 46 and 55% mastery of basic facts on baseline data will increase mastery to at least 70% on the End-of-the-Year Assessment.
- All students who demonstrated between 56 and 69% mastery of basic facts on baseline data will increase mastery to at least 75% on the End-of-the-Year Assessment.
- All students who demonstrated between 70 and 79% mastery of basic facts on baseline data will increase mastery to at least 80% on the End-of-the-Year Assessment.
- All students who demonstrated 80% mastery of basic facts on baseline data will increase mastery to at least 90% on the End-of-the-Year Assessment.

Elementary Writing Sample

By June 2013: All students scoring a: 1 or 2 on their lowest trait(s) will increase by 2 levels, and all students scoring a 3-5 will increase at least 1 level in their lowest trait(s) using the same rubric as the pre-test in informative/explanatory writing.

High School Mathematics Sample

100% of students will demonstrate growth in Common Core State Standards for Mathematics in the area of Functions as evidenced by performance on the district Pre-Calculus Final exam. On the CCSS Functions pre-assessment, students who scored 0% -14% will increase to 75%, students who scored 15%-24% will increase to 80%, and students who scored 25%- 34% will increase to 85% or above on the district final CCSS Functions exam.

High School Social Science

During the 2013-14 school year all students will increase their knowledge of Civics and Government as measured by comparing the end of year portfolio results to the pre- assessment results. I have set tiered growth targets for my students:

Baseline	Target
20-30	70
31-50	80
51-70	90
71-85	95+ score of 85 or higher on capstone project
86-95	100 + score of 90 or higher on capstone project

Tiered Goals (Cont.)

High School Art

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

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

Additional examples and guidance on goal setting can be found at:

<http://www.ode.state.or.us/search/page/?id=3836>

Differentiated Performance Levels

Within the Teacher Performance Rubric, teachers and evaluators (1) develop a consistent, shared understanding of what proficient performance looks like in practice, (2) develop a common terminology and structure to organize evidence, and (3) make informed professional judgments about formative and summative performance levels on each Standard and overall.

Performance Levels

The Molalla River School District's evaluation framework uses a rating scale based on four performance levels: Level 1 (lowest) to Level 4 (highest).

Level 4

Consistently exceeds expectations for good performance under this standard; demonstrates mastery of effective practices and impacts on student learning; continued expansion of expertise through professional learning and leadership opportunities

Level 3

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. Most teachers will "live" in level three. Sometimes and in some ways, teachers will "visit" levels four and level two, but teacher performance in general will likely rest in level three which meets expectations.

Level 2

Making progress toward meeting this standard; meets expectations for performance some of the time; expected improvement through focused professional learning and growth plan

Level 1

Does not meet standards; performs below the expectations for good performance under this standard; requires direct intervention and support to improve practice

Teacher Performance Rubric

Standard 1	1	2	3	4
LEARNER DEVELOPMENT	The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.			
1.1 Demonstrates an understanding of how children/adolescents learn and develop. The teacher knows how to use instructional strategies to promote student learning.	Demonstrates minimal knowledge of student patterns of learning and development.	Demonstrates basic knowledge of student patterns of learning and development, and is aware of different levels, but tends to teach to the whole class.	Demonstrates thorough knowledge of student patterns of learning and development by regularly self-assessing, designing, and modifying instruction to meet learner's needs.	Demonstrates expertise in understanding and interpreting student patterns of learning and development.
1.2 Designs and implements developmentally appropriate instruction.	Implements activities and assignments that are not developmentally appropriate for students.	Implements some activities and assignments that are developmentally appropriate for students.	Implements activities and assignments that are developmentally appropriate for students.	Implements activities and assignments that challenge each student at his/her developmental level.
Possible Teacher Evidence (The teacher...)		Possible Student Evidence (The student...)		Guiding Questions
<ul style="list-style-type: none"> ▪ Uses differentiation ▪ Uses data for flexible grouping ▪ Identifies the accommodations/ adaptations that must be made for individual ELL students or groups within a lesson and/or unit of instruction ▪ Makes visible accommodations and adaptations throughout the classroom and units of instruction ▪ Organizes students into groups with the expressed idea of deepening their knowledge of informational content ▪ Sets up structures which allow flexible grouping for individual re-teaching and/or extensions ▪ Scaffolds questions for all students for language and ability needs ▪ Allows various responses to show understanding ▪ Gives wait time equitably ▪ Designs learning opportunities that often accommodate students' learning styles, skill levels, interests and cultural heritage ▪ Makes verbal responses that are age/ individually appropriate ▪ Listens for and understands the learning needs of students and has a plan to meet them ▪ Is clear about individual instructional learning targets ▪ Matches instructional resources to learning goals ▪ Uses a variety of instructional strategies and approaches to engage most students in learning 		<ul style="list-style-type: none"> ▪ Is aware of available resources and access them appropriately ▪ Says that the teacher expects everyone to participate ▪ Says that the teacher asks difficult questions of every student ▪ Says that the teacher helps them answer questions successfully ▪ Asks questions and takes risks as they try new learning ▪ Works at appropriate levels of challenge and rate ▪ Feels challenged but not overwhelmed ▪ Shows growth towards acquiring skills, knowledge and processes ▪ Feels that the teacher is invested in their success and tracks their progress and productivity ▪ Has adequate time to complete tasks 		<ul style="list-style-type: none"> ▪ How is student data used to modify instruction? ▪ Is instruction scaffolded for individuals and groups of students to move them to the next level of understanding? ▪ Is there a demonstrated understanding of student development?

Standard 2	1	2	3	4
LEARNING DIFFERENCES	The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.			
2.1 Make appropriate and timely provisions for individual students with particular learning differences and needs	Rarely differentiates instruction according to students' learning differences or needs.	Attempts to differentiate instruction according to students' learning differences or needs.	Differentiates instruction according to students' learning differences or needs.	Anticipates individual students' learning needs by proactively designing differentiated instruction, and makes effective differentiation decisions while teaching
2.2 Incorporates tools of language development in to planning and instruction to support development of academic language proficiency.	Rarely use strategies and tools to support student development of academic language proficiency.	Attempts to use strategies and tools to support student development of academic language proficiency.	Uses strategies and tools to support student development of academic language proficiency.	Incorporates knowledge about student cultural heritage in the development of academic language.
Possible Teacher Evidence (The teacher...)	Possible Student Evidence (The student...)		Guiding Questions	
<ul style="list-style-type: none"> Has informal conversations with students about topics in which they are interested Builds student interests into lessons Compliments students regarding academic and personal accomplishments Uses humor with students when appropriate Makes eye contact with students Smiles, nods, etc. at students when appropriate Displays sensitivity to culture Organizes space to accommodate special learning/ physical needs of the group Takes learning styles into account 	<ul style="list-style-type: none"> Describes the teacher as someone who knows them and/or is interested in them Responds when the teacher demonstrates understanding of their interests and background Participates willingly in collaborative activities Describes the teacher as someone who values and respects them Responds respectfully to the teacher's verbal and nonverbal interactions Demonstrates a strong sense of belonging Asks questions and take risks as they try new learning 		<ul style="list-style-type: none"> Are resources and/or specialists accessed to meet student needs when those needs extend beyond current professional understandings or skills? Is an understanding of students' needs and backgrounds demonstrated? Are high expectations for <u>all</u> students consistently communicated? Are tools of language development used to scaffold learning for diverse students? 	

Standard 3		1	2	3	4
LEARNING ENVIRONMENTS		The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.			
3.1	Organizes, allocates, and manages the resources of time, space, and attention to actively and equitably engage learners.	Ineffectively designs and manages the learning environment and/or instructional time, resulting in students failing to engage in learning.	Attempts to design and manage the learning environment and/or instructional time to accommodate students' needs and involvement in learning.	Designs and manages the learning environment and instructional time to accommodate all students' needs and involvement in learning.	Proactively establishes systems in which both teacher and students manage the learning environment, transitions and instructional time to maximize active involvement in learning for all students.
3.2	Communicates with students in ways that respect unique backgrounds and support a positive classroom climate with regard to race, culture, gender, sexual orientation, religion, socio-economic status, & exceptionalities.	Does not build a classroom community based upon shared values and expectations. Fails to communicate with students in a fair and respectful manner.	Attempts to build a classroom community based on shared values and expectations. Communicates with students in a fair and respectful manner.	Creates a positive classroom community based on shared values & expectations for respectful interactions with regard to race, culture, gender, sexual orientation, religion, socio-economic status, & exceptionalities.	Collaborates with students to facilitate their self-reflection and ownership for ongoing improvement of the classroom community based upon respect, fairness, and the inherent value of all members.
3.3	The teacher establishes and monitors elements of a safe and productive learning environment, including norms, expectations, routines and organizational structures	Teacher does not effectively monitor student behavior or respond consistently. Minimal standards of conduct or systems for performing non-instructional tasks are in place.	Standards of conduct and systems for performing non-instructional tasks are in place; however, they are at times inconsistent or unclear. Teacher monitors student behavior and responds with moderate effectiveness.	Standards of conduct are clear; efficient systems for performing non-instructional tasks are in place. Teacher monitors student behavior and responds effectively.	Standards of conduct and efficient systems encourage students to independently monitor their behavior and performance. Monitoring by teacher is subtle and preventive.
Possible Teacher Evidence (The teacher...)		Possible Student Evidence (The student...)		Guiding Questions	
<ul style="list-style-type: none"> Has a learning target/ goal posted so that all students can see it Uses a variety of ways to celebrate success (e.g., show of hands, round of applause) Employs one or more strategies to re-engage students if students are not engaged Employs crisp transitions from one activity to another Alters the pace appropriately (e.g., speeds up, slows down) Is purposeful to design the classroom in regard to teaching spaces and placement of resources Provides cues or signals when a rule or procedure should be used Moves around the room and uses proximity when needed Scans the entire room, making eye contact with all students Provides verbal/ nonverbal signals when students' behavior is not appropriate Provides verbal/ nonverbal cues and signals to acknowledge and reinforce positive behavior 		<ul style="list-style-type: none"> Can explain why the content is important to pay attention to Moves to groups in an orderly fashion Appears to understand expectations about appropriate behavior in groups Visibly adjusts their level of engagement based on teacher actions Quickly responds to transitions and re-engages when a new activity begins Increases their attention levels when the teacher demonstrates intensity and enthusiasm for the content Moves easily about the classroom Follows the established rules and procedures Can describe established rules and procedures Recognizes cues and signals from the teacher Recognizes that the teacher is aware of their behavior Ceases inappropriate behavior when signaled by the teacher Accepts consequences as part of the way class is conducted Responds to positive reinforcement 		<ul style="list-style-type: none"> In what ways is the environment organized to engage students in learning? Is a behavior system in place which promotes a climate of respect and learning? Are respect, safety, and value for differing perspectives and cultural backgrounds communicated through language, behavior, and the classroom environment? Is a sense of classroom and school-wide community built, promoted, and facilitated throughout the academic year? 	

Standard 4	1	2	3	4
CONTENT KNOWLEDGE	The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.			
4.1 Maintains deep knowledge of content standards and learning progressions in the discipline(s) and setting(s) he/she teaches.	Displays minimal content knowledge. Instructional practices indicate little awareness of learning progressions and such knowledge is incomplete or inaccurate.	Displays basic content knowledge. Instructional practices indicate some awareness of learning progressions, although such knowledge may be incomplete or inaccurate.	Displays thorough content knowledge. Instructional practices reflect understanding of learning progressions within the discipline.	Displays mastery of content knowledge. Instructional practices reflect understanding of learning progressions allowing for flexible adjustments to address students at their current level.
4.2 Integrates culturally relevant content to build on learner's background knowledge in the discipline(s) and setting(s) he/she teaches.	Demonstrates inadequate knowledge of learners' cultural backgrounds and experiences and lacks ability to design learning experiences as a result.	Demonstrates limited knowledge and/or ability to design learning experiences that integrate culturally relevant content to build on learners' cultural backgrounds and experiences.	Designs learning experiences that integrate culturally relevant content to build on learners' cultural backgrounds and experiences.	Designs learning experiences that integrate culturally relevant content for each student within the context of the curriculum.
4.3 Engages students in learning experiences in the discipline(s) and settings he/she teaches that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.	Rarely applies strategies designed to engage students in understanding, questioning and analyzing ideas from diverse perspectives within the discipline.	Attempts to apply strategies designed to engage students in understanding, questioning, and analyzing ideas from diverse perspectives within the discipline.	Applies strategies designed to engage students in understanding, questioning, and analyzing ideas from diverse perspectives within the discipline.	Creates an interactive environment where students take the initiative to independently understand, question, and analyze ideas from diverse perspectives within the discipline.

Possible Teacher Evidence (The teacher...)	Possible Student Evidence (The student...)	Guiding Questions
<ul style="list-style-type: none"> ▪ Uses content language appropriately ▪ Connects content to the standards ▪ Engages in content discussions with colleagues ▪ Communicates standards to parents ▪ Uses assessments that reflect standards ▪ Can describe resources within the classroom that will be used to enhance students' understanding of the content ▪ Anticipates misconceptions that students may experience ▪ Asks and answers questions to clarify content and minimize student misconceptions ▪ Is confident about and well-grounded in content knowledge ▪ Is stimulated by the content he/she teaches and is constantly learning to deepen his/her own understanding, knowledge and pedagogy ▪ Uses materials and resources that support and enhance the connection of old and new knowledge and understandings 	<ul style="list-style-type: none"> ▪ Can summarize the important content ▪ Can describe the standard that is being worked on ▪ Can describe how content is related to previous lessons, units, or other content ▪ Is curious about content to be learned and willing to participate ▪ Makes connections and relationships between the content, other areas of the curriculum and the real world ▪ Engages in constructive dialogue with the teacher and peers about ideas and content ▪ Use materials and resources appropriately to access the content 	<ul style="list-style-type: none"> ▪ Are opportunities created to develop academic language as a part of the content instruction? ▪ Is instruction connected to state content standards? ▪ Are multiple levels of questioning strategies used to engage students? ▪ Do students understand the purpose of lessons and value of the content area being taught?

Standard 5		1	2	3	4
APPLICATION OF CONTENT		The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.			
5.1	Engages learners in applying content knowledge to encourage interdisciplinary connections to real world issues.	Rarely designs learning experiences where students apply content knowledge to real world issues in order to develop interdisciplinary connections.	While not always effective, the teacher attempts to design learning experiences where students apply content knowledge to real world issues in order to develop interdisciplinary connections.	Designs learning experiences where students apply content knowledge to real world issues in order to develop interdisciplinary connections.	Embeds interdisciplinary connections within curriculum, allowing students to independently relate these connections to key concepts and underlying themes.
5.2	Engages learners in critical and creative thinking, encouraging new ideas and approaches.	Rarely applies strategies which encourage students' formation of independent ideas and creative approaches.	Attempts to apply strategies that may allow students to form independent ideas and creative approaches that are sometimes connected to relevant content.	Applies strategies that facilitate students' formation of independent ideas and creative approaches that are connected to relevant content.	Creates an environment that regularly encourages students' formation of independent ideas and creative approaches.
Possible Teacher Evidence (The teacher...)		Possible Student Evidence (The student...)		Guiding Questions	
<ul style="list-style-type: none"> ▪ Cues the importance of upcoming information ▪ Previews new content by activating students' prior knowledge ▪ Breaks lecture into segments to allow for processing time ▪ Presents situations or problems that require inferences ▪ Asks students to state or record what they are clear about and what they are confused about ▪ Asks students to examine the strength of support presented for a claim (statement of a clear claim, evidence for the claim presented, qualifiers presented showing exceptions to the claim) ▪ Repeats academic vocabulary throughout learning activities ▪ Possesses an adequate vocabulary that can be called upon to aid learning and challenge students ▪ Make connections to other content areas ▪ Expects students to give reasoning and/or evidence behind their thinking with answers ▪ Encourages students to explain the "big ideas" of content 		<ul style="list-style-type: none"> ▪ Can explain connections with prior knowledge ▪ Makes predictions about upcoming content ▪ Actively engages in previewing activities ▪ Visibly adjusts their level of engagement ▪ Processes with classmates ▪ Uses higher-level thinking skills ▪ Can explain what they are clear about and what they are confused about ▪ Gives reasoning and/or evidence behind their thinking with answers ▪ Refers to and use previous academic vocabulary ▪ Uses content vocabulary in student- and teacher-led conversations ▪ Asks appropriate questions to clarify and make meaning between prior and new learning ▪ Collaborates and problem-solves ▪ Engages in cognitively challenging activities/ tasks ▪ Questions themselves and others to clarify and deepen their understanding ▪ Voices "ah ha's" and excitement about learning ▪ Explains, justifies, and test hypotheses ▪ Can explain the "big ideas" of content 		<ul style="list-style-type: none"> ▪ How is content made "real" to students as they reach the level of application? ▪ Are students' literacy skills supported by instruction which allows them to access and demonstrate understanding of the content area? ▪ What methods are used to bring students to a level of understanding of the content which allows them to think critically and creatively? ▪ Are different strategies being used for instruction? ▪ Is content being connected in a relevant way to students' lives? ▪ Are students given the opportunity to demonstrate understanding of content? 	

Standard 6	1	2	3	4
ASSESSMENT	The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.			
6.1 Designs and/or selects assessments that match learning objectives with assessment methods so that learner can demonstrate their knowledge and skills.	Rarely aligns assessments with learning objectives and/or do not enable students to demonstrate their learning.	Designs and/or selects formative and summative assessments that sometimes do not align with learning objectives, and may use limited measures for learners to demonstrate what they know.	Designs and/or selects formative and summative assessments that align with learning objectives and use multiple measures for learners to demonstrate what they know.	Designs and/or selects assessments that clearly inform students of their progress and encourage them to take responsibility for their learning by showing an understanding of where they are and their next steps for learning.
6.2 Works independently and/or collaboratively to examine formative and summative assessment data to identify student learning needs and strengths to inform instruction.	Rarely examines assessment data independently and/or with colleagues; uses assessment solely as a means to determine a grade.	Documents, analyzes and interprets limited student assessment data independently and/or with colleagues; assessment data is sometimes used to identify student learning needs.	Documents, analyzes and interprets a variety of student assessment data, independently and/or with colleagues, to identify individual student learning needs, trends, and patterns among groups of students to inform instruction.	Documents, analyzes and interprets a variety of student assessment data, independently and with colleagues, resulting in a continuous feedback loop of effective assessment informing effective instruction.
6.3 Engages learners in understanding and identifying learning targets to produce quality work and provides them with effective descriptive feedback to guide their progress.	Rarely provides learning targets, models, or feedback to students to improve the quality of their work.	Sometimes provides learning targets for student work and/or standards may lack specific expectations. Sometimes provides models and feedback to guide students in methods for improving the quality of their work.	Provides explicit learning targets for student work. Provides models and feedback to guide students in methods for improving the quality of their work.	Models and facilitates processes that involve students in examining and assessing their work products, both individually and collectively, using clearly defined learning targets. Allocates time to provide specific descriptive feedback to individual learners.

Standard 6 (cont.)

Possible Teacher Evidence (The teacher...)	Possible Student Evidence (The student...)	Guiding Questions
<ul style="list-style-type: none"> ▪ Uses common assessments designed by collaborative teams to assess student learning ▪ Explains the structure of assessments to students and how they will be graded ▪ Differentiates assessment practices according to student needs ▪ Analyzes data from formal and informal assessments to plan ▪ Helps students track their individual progress on the learning goal ▪ Charts the progress of the entire class on the learning goal ▪ Has a scale or rubric aligned to the learning goal posted so that all students can see it ▪ Makes reference to the scale or rubric throughout the lesson ▪ Acknowledges students who have achieved a certain score and/or made gains in their knowledge and skill relative to the learning goal ▪ Asks students to state or record what they might have done to enhance their learning ▪ Reviews assessment results and shares appropriate data with students ▪ Provides positive and constructive feedback equitably for all students ▪ Provides feedback that is accurate, constructive, meaningful, specific and timely ▪ Is aware of the methods and frequency of feedback in his/her classroom ▪ Assesses and reteaches continuously as appropriate 	<ul style="list-style-type: none"> ▪ Knows what to expect on assessments ▪ Can explain why they were assigned a specific grade on an assessment ▪ Can explain what they need to learn next to improve their performance on an assessment ▪ Are engaged in different assessment activities based on their individual needs and abilities ▪ Can describe their status relative to the learning goal using the scale or rubric ▪ Reflects regularly about their learning ▪ Can explain the meaning of the levels of performance articulated in the scale or rubric ▪ Can explain how they will achieve the learning target/ goal ▪ Can explain what they could have done to enhance their learning ▪ Conferences with the teacher about assessment results ▪ Interacts with their peers about goals and performance ▪ Asks clarifying questions about standards, and their responsibility as a learner to meet them ▪ is motivated to improve their performance ▪ Responds to feedback positively rather than defensively ▪ Uses feedback in their learning 	<ul style="list-style-type: none"> ▪ Are students exposed to a variety of assessment formats without interrupting the flow of a unit of study? ▪ How is assessment data reviewed, both individually and in collaboration with others (such as a team or PLC) to differentiate future instruction? ▪ Do students receive timely and effective feedback to guide their academic progress?

Standard 7		1	2	3	4
PLANNING FOR INSTRUCTION		The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.			
7.1 Designs learning experiences aligned to curriculum standards and student needs.	Rarely demonstrates evidence of planning aligned to curriculum standards and student needs.	While not always effective, attempts to create short- and long-term plans which may be aligned to curriculum standards. Attempts to integrate student learning needs, goals, and learning activities into plans.	Creates short- and long-term plans aligned to curriculum standards. Lesson plans integrate student learning needs, goals, and learning activities.	Lesson plans reflect understanding of prerequisite relationship between curriculum standards. Teacher is proactive in planning for student misconceptions and addressing them before proceeding.	
7.2 Evaluates and adjusts plans based on student performance.	Rarely evaluates or adjusts instructional plans based upon student performance.	Sometimes adjusts instructional plans based upon student performance.	Adjusts instructional plans based upon student performance by tailoring instruction and strategies to meet student needs.	Anticipates and plans for a wide range of adaptations to lessons based on analysis of individual student outcomes. Engages with students to identify adjustments in instruction that best meet their learning needs.	
7.3 Plans collaboratively with colleagues and/or specialists to design instruction to meet unique learning needs.	Rarely accesses and responds to colleagues and/or specialists for collaborative planning.	Consultation with colleagues and/or specialists sometimes influences the design of instruction to address unique learning needs.	Collaborates with colleagues and/or specialists to design instruction that addresses unique learning needs.	Anticipates unique student needs and collaborates with colleagues and/or specialists to proactively address them.	
Possible Teacher Evidence (The teacher...)		Possible Student Evidence (The student...)		Guiding Questions	
<ul style="list-style-type: none"> Modifies instruction based on assessment results Has a learning target/ goal posted so that all students can see it Ensures that the learning target/ goal is a clear statement of knowledge or skill as opposed to an activity or assignment Makes reference to the learning target/ goal throughout the lesson Regularly designs learning opportunities that accommodate students' learning styles, skill levels, interests and cultural heritage Asks age appropriate questions based on interests/ abilities of the students Aligns instructional goals with district curriculum frameworks and standards Incorporates within goals the important concepts, knowledge, skills and/or processes of the discipline Develops assessable goals aligned to standards Develops goals that are student learning centered Listens for and understands the learning needs of students and has a plan to meet them Is confident and clear about instructional expectations and learning targets Uses long-range plans that are congruent with learning goals Directs instructional resources toward learning goals Is organized and ready Is clear about where instruction is going 		<ul style="list-style-type: none"> Can explain the learning target for that day's lesson Can explain the relationship between the daily target to the long-term learning goal Can explain how their current activities relate to the learning target/ goal Demonstrates that activities and assignments are meaningful Works at appropriate levels of challenge and rate Works at classroom tasks that are directly related to the instructional goal Feels challenged, but not overwhelmed Is confident of success most of the time Recalls and states connections to prior instruction and learning activities Can explain what they can do Progresses through learning experiences Acquire skills, knowledge and processes 		<ul style="list-style-type: none"> Do planned lessons assist students in meeting learning goals and relevant standards of proficiency? Are resource colleagues and/or specialists involved in planning for the instruction of students with special needs? Is data from team meetings used to inform instructional plans? Is student achievement data used to differentiate instruction? 	

Standard 8		1	2	3	4
INSTRUCTIONAL STRATEGIES		The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.			
8.1	Varies role in the instructional process (e.g., instructor, facilitator, guide, audience)	Rarely uses varied instructional processes; utilizes only a teacher-directed instructional approach.	Some integration of role variation, but relies primarily on direct instruction.	Varies role between instructor, facilitator, guide and audience. Considers learners' needs and instructional goals in determining appropriate instructional role.	Integrates a variety of roles for all members of the classroom community, so students take on various roles.
8.2	The teacher understands how content and skill development can be supported by media and technology and incorporated into instruction.	Rarely incorporates effective available media and technology in support of content and skill development	Moderately effective at incorporating available media and technology; support of content and skill development is not always clear.	Incorporates available media and technology that clearly supports content and skill development.	Seeks out and used new and/or innovative ways to integrate available media and technology to support content and skill development.
8.3	Uses a variety of instructional strategies to support and expand learners' understanding of communication through speaking, listening, reading, writing, and other modes.	Rarely uses instructional strategies which provide opportunities for students to communicate.	Sometimes uses instructional strategies which provide opportunities for students to communicate. May not allow for a variety of methods for communicating.	Uses instructional strategies which provide regular opportunities for students to develop and use a variety of methods for communicating.	Uses instructional strategies to create an interactive environment where students select and use a variety of communication modes.
8.4	Poses questions to stimulate discussion that serve different purposes, such as probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity, and helping learners to question.	Rarely uses questioning strategies to stimulate discussion that enhances student learning.	While not always effective, attempts to use questioning strategies to stimulate discussion that enhances student learning.	Uses effective questioning strategies to stimulate discussion that enhances student learning.	Flexibly uses questioning strategies, based on in the moment analysis of student understanding, to stimulate discussion and move students forward in their learning.
8.5	Engages all learners in developing higher order thinking skills and metacognitive processes.	Rarely uses teaching strategies to develop higher order thinking skills or metacognitive processes.	Uses a limited number of strategies that are sometime effective at developing higher order thinking skills and metacognitive processes for most learners.	Uses various strategies to engage all learners in developing higher order thinking skills and metacognitive processes.	Creates a classroom culture where students use higher order thinking skills and metacognitive processes, both independently and with others, as a natural part of the learning process.

Possible Teacher Evidence (The teacher...)	Possible Student Evidence (The student...)	Guiding Questions
<ul style="list-style-type: none"> ▪ Monitors and adjusts the pace, sequence and content of instruction to match learning needs and styles ▪ Uses a variety of instructional strategies and approaches to engage students in learning ▪ Uses carefully framed questions to enable students to reflect on their understanding and consider new possibilities ▪ Asks higher level Blooms' questions over 50% of the time (e.g., application, analysis, evaluation, synthesis) ▪ Engages students in activities that require them to examine similarities and differences between content ▪ Uses advance organizers and/or anticipation guides to activate knowledge ▪ Engages students in practice activities that are appropriate to their current ability to execute a skill, strategy, or process ▪ Employs crisp transitions from one activity to another ▪ Uses response rate techniques to maintain student engagement in questions (e.g., wait time, response cards, hand signals, choral response, technology, etc.) ▪ Breaks a question into smaller and simpler parts when a low expectancy student answers a question incorrectly ▪ Uses unusual or intriguing information about the content to enhance student engagement ▪ Has students examine multiple perspectives and opinions about the content ▪ Uses teacher and student generated nonlinguistic images ▪ Has students working in collaborative groups ▪ Strengthens literacy using Cornell notes, Socratic seminars and/or argumentation ▪ Has students interacting with text 	<ul style="list-style-type: none"> ▪ Is motivated, involved in learning, and engaged in activities that links new and prior knowledge ▪ Takes turns speaking, occasionally responding to fellow students' comments while sharing their own insights ▪ Participates appropriately in class discussions ▪ Feels validated as a person with a meaningful contribution to the class discussion ▪ Sets personalized learning goals ▪ Adapts quickly to transitions then re-engage ▪ Responds to questions posed by the teacher ▪ Says that the teacher expects everyone to participate ▪ Says that the teacher asks difficult questions of every student ▪ Says that the teacher won't "let you off the hook" ▪ Demonstrates increased engagement when unusual or intriguing information is presented about the content ▪ Engages in friendly controversy activities with enhanced engagement ▪ Makes comparisons and generate inferences about the content ▪ Represents the content using nonlinguistic representations accurately ▪ Participates actively in collaborative learning ▪ Demonstrates higher order thinking (Blooms) by engaging in decision making, problem solving, investigation and/or inquiry ▪ Includes critical content in their notes and in their summaries ▪ Interacts with text 	<ul style="list-style-type: none"> ▪ Are varied roles used (at appropriate times) during the instructional process? ▪ Are appropriate tools and/or available technology utilized to enhance and support inquiry and instruction? ▪ Do students receive encouragement in applying various levels of questioning and problem-solving strategies? ▪ Is collaboration in inquiry and problem-solving encouraged among students?

Standard 9		1	2	3	4
PROFESSIONAL LEARNING AND ETHICAL PRACTICE		The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.			
9.1	Engages in ongoing learning opportunities to develop and apply knowledge and skills.	Rarely engages in professional learning opportunities.	Engages in professional learning opportunities, but demonstrates little or no implementation of new knowledge and skills.	Engages in professional learning opportunities based on self-assessment. Implements new knowledge and skills.	Initiates and pursues professional learning opportunities and actively shares expertise with others.
9.2	Uses multiple sources of evidence (e.g., student growth data, self-reflection tools, classroom observations) to self-assess professional practice.	Does not use evidence to self-assess professional practice.	Uses few sources of evidence to self-assess professional practice.	Utilizes multiple sources of evidence to self-assess professional practice.	Integrates experimentation, data analysis, and reflection into daily professional practice. Readily engages in collaborative efforts to reflect on professional practice.
9.3	Demonstrates knowledge of legal and ethical rights and responsibilities.	Demonstrates inadequate knowledge of federal, state, and district regulations and policies.	Demonstrates limited understanding of federal, state, and district regulations and policies.	Demonstrates thorough understanding and fully complies with federal, state, and district regulations and policies.	Demonstrates an understanding of the larger context of public education policy by staying abreast of changing laws and ethical standards, through literature, professional development or activities.

Standard 9 (cont.)	
Possible Teacher Evidence (The teacher...)	Guiding Questions
<ul style="list-style-type: none"> ▪ Identifies specific areas of his/her strengths and weaknesses ▪ Can explain the differential effects of specific classroom strategies and behaviors on specific categories of students ▪ Actively seeks help and input from appropriate school personnel to address issues that impact instruction ▪ Respects and maintains confidentiality of student and family information ▪ Is punctual and prepared for meetings ▪ Addresses other respectfully ▪ Assists in the effective functioning of a team/ group ▪ Actively participates and contributes ▪ Analyzes assessment results to evaluate and drive instruction ▪ Speaks positively about colleagues' actions and intentions ▪ Keeps track of specifically identified focus areas for improvement ▪ Gathers and keeps evidence of the effects of specific classroom strategies and behaviors on specific categories of students (e.g., different socio-economic groups, different ethnic groups) ▪ Designs a growth plan that outlines measureable goals, action steps, manageable timelines and appropriate resources for the students ▪ Keeps current data on student learning, attendance, home communication, behavior, etc. 	<ul style="list-style-type: none"> ▪ Are strengths and areas for growth identified during self-assessment? ▪ Are student outcomes or performance data used during self-assessment? ▪ Are professional growth opportunities selected and participated in which relate to previously identified areas of opportunity for growth? ▪ Is professionalism exhibited based on confidentiality; legal and ethical rights and responsibilities; and school, district, and state performance requirements?

Standard 10	1	2	3	4
LEADERSHIP AND COLLABORATION	The teacher seeks appropriate leadership roles and opportunities to take responsibility for student growth, to collaborate with learners, families, colleagues, other school professionals, and community members, and to advance the profession.			
10.1 Takes an active role on the instructional team.	Rarely engages in meetings and activities designed to plan curriculum, coordinate resources, and solve problems.	Sometimes engages in meetings and activities designed to plan curriculum, coordinate resources and solve problems.	Engages in meetings and activities designed to plan curriculum, coordinate resources, and solve problems.	Initiates opportunities for staff collaboration to plan curriculum, coordinate resources, and solve problems.
10.2 Works collaboratively with students and families to support learner development and achievement.	Rarely invites interactive communication to support learner development and achievement.	Sometimes invites interactive communication. Shares information to support learner development and achievement.	Invites interactive communication to support learner development and achievement.	Uses interactive communication to foster a culture in which students know how to advocate for and articulate their learning needs in order to improve their achievement.
Possible Teacher Evidence (The teacher...)			Guiding Questions	
<ul style="list-style-type: none"> Utilizes the appropriate means of communication Presents to, works with, or speaks to the school board, ad hoc committees, PTA, etc. Fosters partnerships with families/ school/ community Encourages parent and community involvement in the classroom and in school activities Works cooperatively with appropriate school personnel to address issues that impact student learning Contributes and shares expertise and new ideas with colleagues to enhance student learning in formal and informal ways Serves as an appropriate role model regarding specific classroom strategies and behaviors Participates in staff development Shares ideas, strategies and information with colleagues Actively seeks help and input in data team meetings/ professional learning communities Keeps track of specific situations in which he/she has participated in school or district initiatives Sets professional goals that are congruent with district wide and school goals Engages in professional learning that is congruent with district wide, school and individual goals Designs a growth plan that outlines measureable goals, action steps, manageable timelines and appropriate resources for the teacher Brings current data to team meetings when called for 			<ul style="list-style-type: none"> Is there evidence of collaborative work with team members and/or the entire school to advance student learning? Are opportunities to lead in student learning and development sought? Are students, families, and other community resources encouraged to collaborate and be involved in learner development? 	

Cycles Defined

Cycle for Probationary and Temporary Teachers*

The Cycle: This is an annual cycle for all probationary and temporary educators. It includes at least one professional growth goal and at least two student learning goals written in collaboration with the educator's supervisor. In this evaluation cycle, educators have the greatest amount of support from supervisors.

Observations: Within the annual cycle, at least two formal observations will occur. At least three additional unscheduled (informal drop-ins) will also occur.

*This includes the teacher who isn't meeting district expectations on the previous year's evaluation.

Cycle for teachers meeting district expectations in previous evaluation cycle (level 3 and 4)

The Cycle: This is where most teachers will operate once they attain contract status at the beginning of their fourth year of employment. This is a *biennial* cycle for teachers who had evaluations recently placing them at a level three or four *on the summative evaluation*. It includes at least one professional growth goal and at least two student learning goals written in collaboration with the educator's supervisor.

Observations: At least three unscheduled drop-in observations will also occur each year during the cycle. These drop-in observations will vary in length from ten minutes to a full class period. Additionally within this two-year cycle, at least one formal observation will occur.



Procedural Guidelines

Contract Teachers:

- 1) Contract teachers shall be formally evaluated every two years, except for those who do not meet District expectations.
- 2) At the beginning of the school year the Administrator will review with the Contract teacher the teacher performance rubric and position description. The contract teacher will indicate through the online system that he/she understands the District's expectations.
- 3) The administrator and teacher will meet prior to October 31 for goal-setting.
- 4) The evaluation cycle will include at least three unscheduled drop-in observations each year. These drop-in observations will vary in length from ten minutes to a full class period. The final drop-in must take place before March 15th. Additionally within this two-year cycle, at least one formal observation will occur. Formal observations will involve a pre-observation conference to discuss the lesson, the observation, and a post-observation conference to discuss and reflect on the lesson observed.
- 5) The formal observation will be completed by December 15th of the second year. If the teacher is not meeting performance standards on or before this date, the Principal will meet with the teacher and issue an Awareness Intervention Letter. The purpose of this letter is to inform the teacher of performance deficiencies, and give the teacher an opportunity to improve prior to movement to the step of implementing a Plan of Assistance for Improvement. Teachers can be placed on a Plan of Assistance for Improvement at any point during the year if they are not meeting district expectations.
- 6) For teachers who may be considered for non-extension a second formal observation will be completed by February 28th.
- 7) Contract teachers who are non-extended will be notified in writing by March 15th. The Contract Teacher shall be placed on a Plan of Assistance for Improvement at that time, if they are not already on one.
- 8) The Contract Teacher and the Administrator will meet to discuss the final evaluation on or before the last student day. Contract Teachers who feel that their evaluation is incomplete, unjust or unfair, may, within fifteen days object in writing and have the objection attached to their final evaluation form to be placed in the Contract teacher's personnel file with a copy to the Superintendent.

Contract Teachers Not Meeting District Expectations (non-proficient)

1. Contract Teachers identified by the Administration as not yet meeting District expectations, including those on a Plan of Assistance for Improvement, shall be evaluated annually.
2. At the beginning of the school year the Administrator will review with Contract Teachers currently not meeting District expectations the performance standards and the position description. The contract teacher will indicate through the online system that he/she understands the District's expectations.
3. The Administrator and the Contract Teacher not currently meeting District expectations will meet prior to October 15th for goal setting.
4. The evaluation cycle will include multiple observations including at least two formal observations. Formal observations will involve a pre-observation conference to discuss the lesson, an observation and a post-observation conference to discuss and reflect on the lesson observed.
5. The first formal observation will be completed by December 15th. If the teacher is not meeting performance standards on or before this date, the Principal will meet with the teacher and issue an Awareness Intervention Letter. The purpose of this letter is to inform the teacher of performance deficiencies, and give the teacher an opportunity to improve prior to movement to the step of implementing a Plan of Assistance of Improvement.
6. For Contract Teachers currently not meeting District expectations, including those on a Plan of Assistance for Improvement, who may be considered for non-extension, a second formal observation will be completed by February 28th.
7. Contract Teachers not meeting District expectations whose contracts are non-renewed shall be notified in writing by March 15th.
8. The Contract Teacher who is not currently meeting District expectations and Administrator will meet to discuss the final evaluation on or before the last student day. Contract Teachers who feel that their evaluation is incomplete, unjust, or unfair, may, within fifteen days object in writing and have the objection attached to their final evaluation form to be placed in the Contract Teachers' personnel file with a copy to the Superintendent.

Probationary Teachers

1. Probationary Teachers shall be evaluated annually. This shall include the State Evaluation Form.
2. At the beginning of the school year the Administrator will review with Probationary Teacher the performance standards and the position description. The contract teacher will indicate through the online system that he/she understands the District's expectations.
3. The Administrator and Probationary Teacher will meet prior to October 15th for goal-setting.
4. The evaluation cycle will include multiple observations including at least two formal observations. Formal observations will involve a pre-observation conference to discuss the lesson, an observation and a post-observation conference to discuss and reflect on the lesson observed.
5. The first formal observation will be completed by December 15th. If the teacher is not meeting performance standards on or before this date, the Principal will meet with the teacher and issue an Awareness Intervention Letter. The purpose of this letter is to inform the teacher of performance deficiencies, and give the teacher an opportunity to improve prior to movement to the step of implementing a Plan of Assistance for Improvement.

Unless the teacher requests that the Association not be notified, the District will inform the Association President, by letter and phone, prior to the conference to deliver the Awareness Intervention letter.

Probationary Teachers may be placed on a Plan of Assistance for Improvement at the Administration's sole discretion.

6. For Probationary Teachers who may be considered for non-renewal, a second formal observation will be completed by February 28th. For all others the second formal observation will be completed by May 1st.
7. Probationary Teachers whose contracts are non-renewed shall be notified in writing by March 15th.
8. Probationary Teacher and administrator will meet to discuss the final evaluation on or before the last student day. Probationary Teachers who feel that their evaluation is incomplete, unjust, or unfair, may, within fifteen days object in writing and have the objection attached to their final evaluation form to be placed in the Probationary Teacher's personnel file with a copy to the Superintendent.

Providing Additional Support

In circumstances where a contract teacher's performance is rated as not proficient (below level 3), additional support will be provided so that the teacher's performance might improve to above proficient.

- 1) Contract teachers who have performance rated as below proficient, shall be evaluated annually.
- 2) The administrator and contract teacher *whose performance is below proficient* will meet prior to October 15th for goal-setting.
- 3) The evaluation cycle will include multiple observations including at least two (2) formal observations. Formal observations will involve a pre-observation conference to discuss the lesson, an observation and a post-observation conference to discuss and reflect on the lesson observed.
- 4) LETTER OF AWARENESS -The first formal observation will be completed by December 15th. If the teacher *is not performing at a proficient level* on or before *December 15th*, the principal will meet with the teacher and issue a *Letter of Awareness*. The purpose of this letter is to inform the teacher of performance deficiencies (*by standard and indicator*), and give the teacher an opportunity to improve prior to implementing a Plan of Assistance.
- 5) For contract teachers *performing below a proficient level*, including those on a Plan of Assistance, a second formal observation will be completed by February 28th.
- 6) NON-RENEWAL - Contract teachers *not performing at a proficient level* whose contracts are non-renewed shall be notified in writing by March 15th.

Plan of Assistance for Improvement (PAI)

What is a PAI?

A Plan of Assistance For Improvement (PAI) is a formal procedure of more intensive supervision to focus on identified areas where the evaluator has documented that the teacher is not yet meeting the district's expectations as described in the position description and or the Teacher Performance Standards.

Determining a need for a PAI:

Prior to issuing a PAI to a licensed teacher, the following will occur:

1. Multiple, documented observations of a teacher's performance that determine that observed deficiencies cannot be satisfactorily resolved using the regular evaluation process.
2. Issuing an Awareness Intervention Letter, with a 45 working day time period to correct deficiencies.

If the 45 working day period ends without improved teacher performance, then a formal PAI will be developed and implemented.

Additionally, if a Contract Teacher is non-extended, the Contract Teacher will be placed on a PAI, per Section B, Contract Teachers, 7.

3. If it is determined that a teacher will be placed on a PAI he/she will also be notified in writing. A conference to formulate the PAI will take place before implementation.

Developing a PAI:

Unless the teacher requests in writing that the Association not be notified, the District will inform the Association president, by email and phone, prior to a conference to formulate the PAI. It is intended that the PAI be developed cooperatively by the evaluator and the teacher. However, in case of a disagreement, the evaluator's determination shall prevail.

A Plan Of Assistance For Improvement will include the following

- a) The teacher's assignment, class size, number of preparations, the availability of support personnel and teaching materials, and other relevant factors.
- b) A detailed description of the deficiency in the teacher's performance.
- c) Measurable and/or observable objectives.
- d) The activities designed to remediate the performance, including peer assistance whenever practicable and reasonable, and appropriate timelines.
- e) The specific actions that will be taken to assist the teacher.
- f) The duration of the PAI.

The teacher will sign all documents related to the PAI. The signature means only that the teacher has read the materials, not that the teacher agrees with the content. The teacher shall receive a copy of all documents and shall have the opportunity to attach comments to them at each stage. The Association representative shall also receive a copy of the PAI.

Implementing the PAI:

During the PAI the evaluator will conduct at least two formal observations (e.g. using the District's formal observation plan as described in Section B, Contract Teacher, 4) and at least three informal observations (An informal observation is an unannounced, drop in observation. Notes are taken and shared with the teacher). A conference will follow each observation. A minimum of forty-five work days will be allotted for the prescribed improvement(s) to be made.

Follow-up/Outcome:

At the conclusion of a PAI a conference will be held between the administration, teacher and Association representative, when requested, during which the evaluator will submit his/her recommendation.

If the administrator determines that teacher has made satisfactory improvements the teacher will return to the regular evaluation program and the PAI will be terminated.

This satisfactory resolution will be noted in writing. From that time on, however, the teacher is expected to maintain the improvement noted. If the difficulties reappear, the teacher may be immediately reinstated to step C. 2 (3) of this document (Determining a Need For a PAI) and the PAI reactivated.

If the teacher has made some, but not all, of the necessary improvements, the administrator may choose to revise the PAI to include new information gathered, other types of assistance to be provided, and/or adjusted timelines in order for the teacher to meet the specific PAI outcomes.

If a teacher's performance does not improve on a Plan of Assistance For Improvement, the District will notify the teacher that the District Evaluation procedures will no longer be used solely for improvement of services, but also for obtaining information about continued employment by the District. The superintendent and Association president will be notified when this occurs.

Aligned Professional Learning

The Molalla River School District believes that professional learning takes many forms. The district improvement plan targets professional learning based on district-wide student learning trends and established effective practices. Schools do this same thing, and focus their building level professional development on student achievement data and learning goals. Professional learning teams are the heart of sustained professional growth. The framework for professional learning teams relies on the professionalism of teachers and coordination of principals to assure that we learn from one another. Our students all deserve the very best outcomes in learning, and the outcomes are enhanced when teachers work together.

To support teacher driven professional growth aligned to district, school and student learning goals, teachers may access professional growth funds when such funds are available. Prior approval for use of these funds is required from the principal and Office of Human Resources

Appendix

Forms on the following pages provide the structure within which teachers and their supervisors will collaborate.

INCLUDED:

- Goal Setting FormA1
- Mid-Course/Year Form.....A-2
- End of Course/Year FormA-3
- Pre-Formal Conference FormB-1
- Formal Observation FormB-2
- Summative Teacher Evaluation Form C-1
- Summative Teacher Evaluation Matrix..... C-2
- Counselor Performance Standards D-1
- Counselor Pre-Observation Conference D-2
- Counselor Observation Summary D-3
- Counselor Performance Assessment Summary..... D-4
- Counselor Evaluation D-5

Goals 20_____ - 20_____

Teacher: _____

Assignment: _____ Evaluator: _____

Teacher drafts Student Learning Goals and Professional Growth Goals prior to Initial Collaborative Meeting (by 10/15)

Student Learning Goal 1

Content <ul style="list-style-type: none"> The goal is being written around which grade/subject/level? 	
Describe Student Population <ul style="list-style-type: none"> What are the characteristics or special learning circumstances of my class(es)? What are the demographics of my classroom? 	
Describe Baseline Data Used for Goal Setting <ul style="list-style-type: none"> What are the student learning needs? What are the assessments or evidence sources I will use? Attach supporting data 	Type of assessment: (Circle one) State or National Common
Student Learning Goal Statement SMART Specific and Strategic Measureable Action oriented; Rigorous, Realistic, & Results-focused Timed and Tracked	
Determine Levels of Progress for Student Learning Goal <ul style="list-style-type: none"> What will progress look like to achieve my SMART goal? See State Rubric	See State Rubric Appendix C2 SLG Scoring Rubric

Student Learning Goal 2

Content <ul style="list-style-type: none"> The goal is being written around which grade/subject/level? 	
Describe Student Population <ul style="list-style-type: none"> What are the characteristics or special learning circumstances of my class(es)? What are the demographics of my classroom? 	
Describe Baseline Data Used for Goal Setting <ul style="list-style-type: none"> What are the student learning needs? What are the assessments or evidence sources I will use? Attach supporting data 	Type of assessment: (Circle one) State or National Common Assessment must be different then Goal 1 assessment.

Student Learning Goal Statement SMART Specific and Strategic Measureable Action oriented; Rigorous, Realistic, & Results-focused Timed and Tracked	
Determine Levels of Progress for Student Learning Goal • What will progress look like to achieve my SMART goal?	See State Rubric Appendix C2 SLG Scoring Rubric
Professional Practice and Professional Responsibility Reflection	
Professional Practice Review indicators 1-8 on Teacher Rubric • What are your strengths of professional practice? • What areas do you still need to grow?	
Professional Responsibilities Review indicators 9-10 on Teacher Rubric • What are your strengths of professional responsibilities? • What areas do you still need to grow?	
Professional Goal(s)	
What is your Professional Growth Goal(s)? Guiding Questions: • What strategies will I incorporate into my methodology/professional practice? • What professional development will help me accomplish my student learning goals (SLG)?	
Resources and Support • What resources and support do I need to meet my Professional Growth Goal(s)?	
Teacher: _____ Date: _____ Evaluator: _____ Date: _____	

Goals/Mid-Course Reflections and Conversation 20____ - 20____

Teacher: _____

Assignment: _____ Evaluator: _____

Collaborative Mid-Course Review Conversation (by 3/15)**Goals****Student Learning Goal 1**

- In reviewing and reflecting on the student assessment evidence, what is your analysis of the growth of your students?
- What are the next steps you will take toward supporting your students in achieving the student learning goal you have set?
- What support(s) do you need to assist you in this work?

Up to this point, what is the level of progress for Student Learning Goal 1?
See State SLG Scoring Rubric (C-2)

Level 1 (Lowest)

Level 2

Level 3

Level 4 (Highest)

Student Learning Goal 2

- In reviewing and reflecting on the student assessment evidence, what is your analysis of the growth of your students?
- What are the next steps you will take toward supporting your students in achieving the student learning goal you have set?
- What support(s) do you need to assist you in this work?

Up to this point, what is the level of progress for Student Learning Goal 2?
See State SLG Scoring Rubric (C-2)

Level 1 (Lowest)

Level 2

Level 3

Level 4 (Highest)

Professional Growth Goal**Reflection Questions:**

- What progress have you made on your Professional Growth Goal?
- What adjustments need to be made to your strategies?

Professional Practice and Professional Responsibility Reflection**Professional Practice****Review indicators 1-8 on Teacher Rubric**

- How do you think you have shown improvement in the area of professional practice?
- What areas do you still need to grow?

Professional Responsibilities**Review indicators 9-10 on Teacher Rubric**

- How have you shown improvement in the area of professional responsibilities?
- What areas do you still need to grow?

Teacher: _____ Date: _____

Evaluator: _____ Date: _____

Goals/Year End Course Reflections and Conversation 20____ - 20____

Teacher: _____

Assignment: _____ Evaluator: _____

Collaborative End of Course Review Conversation (by 5/17)

Student Learning Goal 1

Reflection Questions:

- In reviewing and reflecting on the student assessment evidence, what is your analysis of the growth of your students?
- As you reflect on this current work and think about next year, what are the next steps you will take toward supporting your students in achieving in this content area or in similar work?
- What progress did you make on your student learning goal?

Level 1 (Lowest)

Level 2

Level 3

Level 4 (Highest)

Student Learning Goal 2

Reflection Questions:

- In reviewing and reflecting on the student assessment evidence, what is your analysis of the growth of your students?
- As you reflect on this current work and think about next year, what are the next steps you will take toward supporting your students in achieving in this content area or in similar work?
- What progress did you make on your student learning goal?

Level 1 (Lowest)

Level 2

Level 3

Level 4 (Highest)

Professional Growth Goal

What progress have you made on your Professional Growth Goal?

Professional Practice

- Review all evidence of Professional Practice (inc. observation notes from Formal Observation 2 and any informal observation)
- How do you think you have shown improvement in the areas of professional practice? What areas do you still need to grow? Provide evidence.

Professional Responsibilities

- Review all evidence of Professional Responsibilities
- How do you think you have shown improvement in the areas of professional responsibilities? What areas do you still need to grow?

Teacher: _____ Date: _____

Evaluator: _____ Date: _____



**MOLALLA RIVER SCHOOL DISTRICT
PRE-OBSERVATION CONFERENCE FORM**

Teacher: _____

Grade/Subject _____

Date/Time of Observation _____ Conference

Date: _____

Evaluator _____

Curriculum standard(s) addressed in
lesson _____

1. What are your learning targets for this lesson?

2. Explain the instructional strategies and activities to be observed.

3. On which Standard would you like me focus:

4. Specific requests for Observers (e.g. on task behavior, teacher-student interaction, questioning strategies).

How will your students be assessed on their learning targets (summative or formative)?

Post conference date and

time: _____

Formal Instructional Observation

Teacher: _____
Grade: _____
Subject: _____

Date: _____
School: _____
Observer: _____

Lesson Objectives

Data/Evidence (selective verbatim, global scan, student interview, at-task, transition lengths, question analysis, etc.)

Areas for Reinforcement (Standards & Evidence)

Supervisor's comments, including references to data/evidence

Related
Standard(s)

Areas for Refinement (Standards & Evidence)

Supervisor's comments, including references to data/evidence

Related
Standard(s)

Signatures below indicate a conference was held regarding this observation.

Teacher Date

Observer Date

SUMMATIVE TEACHER EVALUATION**20 ____ - 20 ____**

Teacher _____

Assignment _____

Evaluator _____

Professional Practice (indicators 1-8) & Professional Responsibilities (indicators 9-10)

<i>Performance Indicator</i>		1	2	3	4
1.1	Demonstrates an understanding of how children and adolescents learn and develop. Knows how to use instructional strategies to promote learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.2	Designs and implements developmentally appropriate instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.1	Makes appropriate and timely provisions for individual students with particular learning differences and needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2.2	Incorporates tools of language development into planning and instruction to support development of academic language proficiency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.1	Organizes, allocates and manages the resources of time, space and attention to actively and equitably engage all learners.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.2	Communicates with students in ways that respond the unique backgrounds and support a positive classroom climate with regard to race, culture, gender, sexual orientation, religion, socio-economic statues and exceptionalities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.3	Establishes and monitors elements of a safe and productive learning environment, including norms, expectations, routines and organizational structures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.1	Maintains deep knowledge of content standards and learning progressions in the discipline(s) and setting(s) s/he teaches.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.2	Integrates culturally relevant content to build on learners' background knowledge in the discipline(s) and setting(s) s/he teaches.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4.3	Engages students in learning experiences in the discipline(s) and setting(s) s/he teaches that encourage learners to understand, question and analyze ideas from diverse perspectives so that they master the content.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.1	Engages learners in applying content knowledge to encourage interdisciplinary connections to real world issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5.2	Engages learners in critical and creative thinking, encouraging new ideas and approaches.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.1	Designs and/or selects assessments that match learning objectives with assessment methods so that learners can demonstrate their knowledge and skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.2	Works independently and/or collaboratively to examine formative and summative assessment data to identify student learning needs and strengths to inform instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6.3	Engages learners in understanding and identifying learning targets to produce quality work and provide them with effective descriptive feedback to guide their progress.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.1	Designs learning experiences aligned to curriculum standards and student needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.2	Evaluates and adjusts plans based on student performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7.3	Plans collaboratively with colleagues and/or specialists to design instruction to meet unique learner needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.1	Varies role in the instructional process (i.e. instructor, facilitator, guide, audience).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.2	The teacher understands how content and skill development can be supported by media and technology and incorporated into instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.3	Uses a variety of instructional strategies to support and expand learners' understanding of communication through speaking, listening, reading, writing and other modes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.4	Poses questions to stimulate discussion that serves different purposes, such as probing for learner understanding, helping learners articulate their ideas and thinking processes, stimulating curiosity and helping learners to question.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8.5	Engages all learners in developing higher order thinking skills and meta-cognitive processes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.1	Engages in ongoing learning opportunities to develop and apply knowledge and skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.2	Uses multiple sources of evidence (i.e. student growth data, self-reflection tools, classroom observations) to self-assess professional practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9.3	Demonstrates knowledge of legal and ethical rights and responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.1	Takes an active role on the instructional team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.2	Works collaboratively with students and families to support learner development and achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Add up indicators from 1.1 to 10.2 TOTAL = _____ TOTAL _____ DIVIDED BY 28 = _____					

Oregon's Matrix Model for Educator Summative Evaluations

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

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



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

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

The Oregon Matrix for Summative Evaluations for Teachers and Administrators

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

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

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

STATEWIDE COMPONENTS OF THE OREGON MATRIX

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

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

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

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

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

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

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

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

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

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

III. Scoring Student Learning and Growth (SLG) Goals

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

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

SLG Quality Review Checklist

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

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

SLG Scoring Rubric

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

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

IV. Final Summative Performance Level and Professional Growth Plan

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

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

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

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

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

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

V. Inquiry Processes

Student Learning and Growth Inquiry Process (SLG Inquiry):

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

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

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

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

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

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

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

VI. Aligned Professional Learning

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

Molalla River School District

Counselor Performance Standards

1. Implements GUIDANCE CURRICULUM through the use of effective instructional skills, including:
A. Provide age appropriate curriculum in the areas of personal-social skills, study and learning skills, and career awareness;
B. Design curriculum interventions to meet situational crises;
C. Active involvement of students in the learning process;
D. Selection of topics consistent with identified, high priority student needs and District goals.
2. Implements INDIVIDUAL PLANNING through the effective use of guidance skill, including:
A. Models effective decision making skills;
B. Involvement of students in personalized educational and career planning
C. Accurate and appropriate test results interpretation;
D. Provide smooth and appropriate transitions between grades and school levels
E. Selection of individual planning activities consistent with identified, high priority student needs and District goals.
3. Implements RESPONSIVE SERVICES through effective use of counseling, consultation, and referral skills including:
A. Proper identification of problem/issues to be resolved;
B. Selection of counseling, consulting and/or referral skills appropriate to students' problems and circumstances;
C. Use of counseling, consulting and/or referral skills appropriate to students' problems and circumstances;
D. Conducting well-planned and goal-oriented sessions;
E. Use of group and individual techniques that are appropriate to the topic and to students/needs and abilities;
F. Active involvement of participants in the counseling, consulting and/or referral process;
G. Timely follow-up;
H. Provision of services consistent with high priority, identified student needs and District goals.

4. Implements PROGRAM MANAGEMENT by providing effective support for other programs and by effectively enlisting support for the counseling program, such as:
A. Providing a comprehensive school counseling program;
B. Involved in appropriate parent education measures;
C. Collecting data that students achieve meaningful outcomes from program activities;
D. Adhering to established district and building procedures and policies;
E. Contributing to organizational solutions outside of assigned responsibilities;
F. Working cooperatively with school personnel to foster support for the counseling program;
G. Communicating information which explains the school and District counseling program;
H. Selecting program activities which meet identified, high priority student needs and are consistent with school and District goals.
5. Establishes effective PROFESSIONAL RELATIONSHIPS through building rapport with students, staff, parents, and community in the following ways:
A. Demonstrating respect for individual personal worth;
B. Establishing trust and respect;
C. Taking appropriate responsibility for counseling individuals;
D. Encouraging individual participation in school process and programs
6. Fulfills PROFESSIONAL RESPONSIBILITIES by:
A. Demonstrating efficient use of basic counseling skills (e.g. communication, decision-making problem solving);
B. Maintaining professional work habits;
C. Keeping documentation consistent with ethical and legal guidelines;
D. Practicing according to the profession's ethical standards;
E. Continuing professional development.

This is to certify that we have read and discussed the Counselor Performance Standards.

Counselor's signature _____ Date _____

Supervisor's signature _____ Date _____

MOLALLA RIVER SCHOOL DISTRICT
PRE-OBSERVATION CONFERENCE FORM
School Counselors

School Counselor: _____ Level: _____

Date/Time of Observation: _____ Conference Date: _____

Evaluator: _____

1. Student Learning Objective (as written by counselor using MRSD K-12 Counseling Standards):

2. Counseling Activities:

3. How Student Learning Will be Assessed:

4. Specific Requests For Observers (e.g. on task behavior, teacher-student interactions, etc):

5. Other Pertinent Information:

MOLALLA RIVER SCHOOL DISTRICT

COUNSELOR OBSERVATION SUMMARY



School Counselor: _____ Level: _____

Date/Time of Observation: _____ Conference Date: _____

1. Student Learning Objective (as written by counselor using MRSD K-12 Counseling Standards):

2. Summary of Counseling Activity:

3. Areas in Need of Reinforcement or Refinement:

4. Commendations:

5. Recommendation and Plans for Follow Up:

Counselor's Signature / Date

Supervisor's Signature / Date

D-3

Molalla River School District

Counselor Performance Assessment Summary

Performance Standards are one of the main components by which counselors are evaluated. They are to be used for goal-setting, for the supervision process, for Plans of Assistance, and for the final evaluation. It is the responsibility of the counselor to meet the performance standards at a level which is established by the District as reasonable.

This form is to be discussed with the counselor and attached to the Final Evaluation Form as needed.

1. Implements GUIDANCE CURRICULUM through the use of effective instructional skills, including:
A. Provide age appropriate curriculum in the areas of personal-social skills, study and learning skills, and career awareness;
B. Design curriculum interventions to meet situational crises;
C. Active involvement of students in the learning process;
D. Selection of topics consistent with identified, high priority student needs and District goals.
Comments:
2. Implements INDIVIDUAL PLANNING through the effective use of guidance skill, including:
A. Models effective decision making skills;
B. Involvement of students in personalized educational and career planning
C. Accurate and appropriate test results interpretation;
D. Provide smooth and appropriate transitions between grades and school levels
E. Selection of individual planning activities consistent with identified, high priority student needs and District goals.
Comments:
3. Implements RESPONSIVE SERVICES through effective use of counseling, consultation, and referral skills including:
A. Proper identification of problem/issues to be resolved;
B. Selection of counseling, consulting and/or referral skills appropriate to students' problems and circumstances;
C. Use of counseling, consulting and/or referral skills appropriate to students' problems and circumstances;
D. Conducting well-planned and goal-oriented sessions;
E. Use of group and individual techniques that are appropriate to the topic and to students/needs and abilities;
F. Active involvement of participants in the counseling, consulting and/or referral process;
G. Timely follow-up;
H. Provision of services consistent with high priority, identified student needs and District goals.
Comments:

4. Implements PROGRAM MANAGEMENT by providing effective support for other programs and by effectively enlisting support for the counseling program, such as:			
A. Providing a comprehensive school counseling program;			
B. Involved in appropriate parent education measures;			
C. Collecting data that students achieve meaningful outcomes from program activities;			
D. Adhering to established district and building procedures and policies;			
E. Contributing to organizational solutions outside of assigned responsibilities;			
F. Working cooperatively with school personnel to foster support for the counseling program;			
G. Communicating information which explains the school and District counseling program;			
H. Selecting program activities which meet identified, high priority student needs and are consistent with school and District goals.			
Comments:			
5. Establishes effective PROFESSIONAL RELATIONSHIPS through building rapport with students, staff, parents, and community in the following ways:			
A. Demonstrating respect for individual personal worth;			
B. Establishing trust and respect;			
C. Taking appropriate responsibility for counseling individuals;			
D. Encouraging individual participation in school process and programs			
Comments:			
6. Fulfills PROFESSIONAL RESPONSIBILITIES by:			
A. Demonstrating efficient use of basic counseling skills (e.g. communication, decision-making problem solving);			
B. Maintaining professional work habits;			
C. Keeping documentation consistent with ethical and legal guidelines;			
D. Practicing according to the profession's ethical standards;			
E. Continuing professional development.			
Comments:			

This is to certify that we have read and discussed the Counselor Performance Assessment Summary.

Counselor's signature

Date

Supervisor's signature

Date

Molalla River School District

Counselor Evaluation

Name _____ Employee Status _____

Assignment _____ School _____

Key:	U.....Unsatisfactory	B.....Basic	P.....Proficient
1. Implements GUIDANCE CURRICULUM through the use of effective instructional skills, including:	U	B	P
A. Provide age appropriate curriculum in the areas of personal-social skills, study and learning skills, and career awareness;			
B. Design curriculum interventions to meet situational crises;			
C. Active involvement of students in the learning process;			
D. Selection of topics consistent with identified, high priority student needs and District goals.			
2. Implements INDIVIDUAL PLANNING through the effective use of guidance skill, including:	U	B	P
A. Models effective decision making skills;			
B. Involvement of students in personalized educational and career planning			
C. Accurate and appropriate test results interpretation;			
D. Provide smooth and appropriate transitions between grades and school levels			
E. Selection of individual planning activities consistent with identified, high priority student needs and District goals.			
3. Implements RESPONSIVE SERVICES through effective use of counseling, consultation, and referral skills including:	U	B	P
A. Proper identification of problem/issues to be resolved;			
B. Selection of counseling, consulting and/or referral skills appropriate to students' problems and circumstances;			
C. Use of counseling, consulting and/or referral skills appropriate to students' problems and circumstances;			
D. Conducting well-planned and goal-oriented sessions;			
E. Use of group and individual techniques that are appropriate to the topic and to students/needs and abilities;			
F. Active involvement of participants in the counseling, consulting and/or referral process;			
G. Timely follow-up;			
H. Provision of services consistent with high priority, identified student needs and District goals.			

Counselor Evaluation (page 2.)

4. Implements PROGRAM MANAGEMENT by providing effective support for other programs and by effectively enlisting support for the counseling program, such as:	U	B	P
A. Providing a comprehensive school counseling program;			
B. Involved in appropriate parent education measures;			
C. Collecting data that students achieve meaningful outcomes from program activities;			
D. Adhering to established district and building procedures and policies;			
E. Contributing to organizational solutions outside of assigned responsibilities;			
F. Working cooperatively with school personnel to foster support for the counseling program;			
G. Communicating information which explains the school and District counseling program;			
H. Selecting program activities which meet identified, high priority student needs and are consistent with school and District goals.			
5. Establishes effective PROFESSIONAL RELATIONSHIPS through building rapport with students, staff, parents, and community in the following ways:	U	B	P
A. Demonstrating respect for individual personal worth;			
B. Establishing trust and respect;			
C. Taking appropriate responsibility for counseling individuals;			
D. Encouraging individual participation in school process and programs			
6. Fulfills PROFESSIONAL RESPONSIBILITIES by:	U	B	P
A. Demonstrating efficient use of basic counseling skills (e.g. communication, decision-making problem solving);			
B. Maintaining professional work habits;			
C. Keeping documentation consistent with ethical and legal guidelines;			
D. Practicing according to the profession's ethical standards;			
E. Continuing professional development.			

1. In what ways has the school counselor met, failed to meet, or exceeded the performance standards, performance goals and counseling responsibilities?
2. In what areas has the school counselor shown development and growth in the school counseling profession?
3. In what specific areas does the school counselor need to demonstrate additional development and growth?

Molalla River School District
Counselor Evaluation (cont.)

1. Supervisor's recommendations:

☐ Continuation of Employment

☐ Termination of Employment

☐ Other _____

Comments:

2. School Counselor's response, if desired, as provided by law.

3. The following attachments are a part of this report:

This is to certify that we have read and discussed the above report.

Counselor's Signature

Date

Supervisor's Signature

Date