

SCAPPOOSE SCHOOL DISTRICT



**PROFESSIONAL GROWTH AND
EVALUATION HANDBOOK**

Licensed Professional Growth and Review

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https://www.oregon.gov/tspc/Documents/Ethical_Educator_Brochure.pdf	

2018-19 Revision committee:

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Updated Evaluation Process

March 19, 2019

Dear Scappoose Educator,

Since early October, a team of teachers and administrators have been working together to improve our Professional Growth and Evaluation handbook. Our work centered on the following big ideas: how to make the process **more meaningful**, while at the same time making it as **streamlined** as possible. We found common ground for sure, and we believe we have made improvements throughout our Professional Growth and Evaluation system to provide teachers more valuable and meaningful feedback on instruction. We've also streamlined as much as possible, reducing the overall number of tasks for everyone.

Guiding our actions on this work were some beliefs about what matters most. For example, while meeting various accountability requirements is necessary and this updated process addresses those needs, we were motivated by a driving belief that you - the professional educator - is **the most important determinant for improving teaching and learning**.

We began our work with the shared belief that for each teacher, the annual cycle of professional growth and evaluation ought to begin with your own self-reflection. Our updated plan builds on the educator's self-reflection by next creating the opportunity for goal setting. We **removed the goals calculation from the overall final calculation** so that it has no impact on your final evaluation - that means you can write aspirational goals that you believe will cause you to stretch, reach, and grow as a professional. We want you to **write goals that matter to you, that inspire your work**. The overall rubric remains based on the Danielson framework, which we believe offers a reliable and research-based system upon which to hold meaningful and constructive dialogue between the educator and supervising administrator.

This updated evaluation process is the result of teachers and administrators working together in a collaborative manner to **develop and refine the instructional practices** of our valued educators.

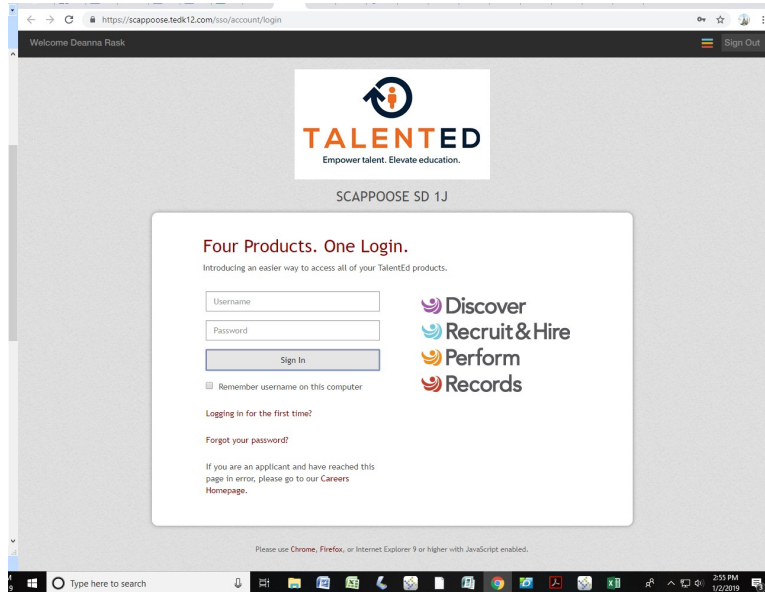
Wishing you the best all year long,


Paul Peterson, Superintendent


Tami McDonald, SEA President

Getting Started: New Educator

1. Access the Internet and go to <https://scappoose.tedk12.com/sso/account/login>



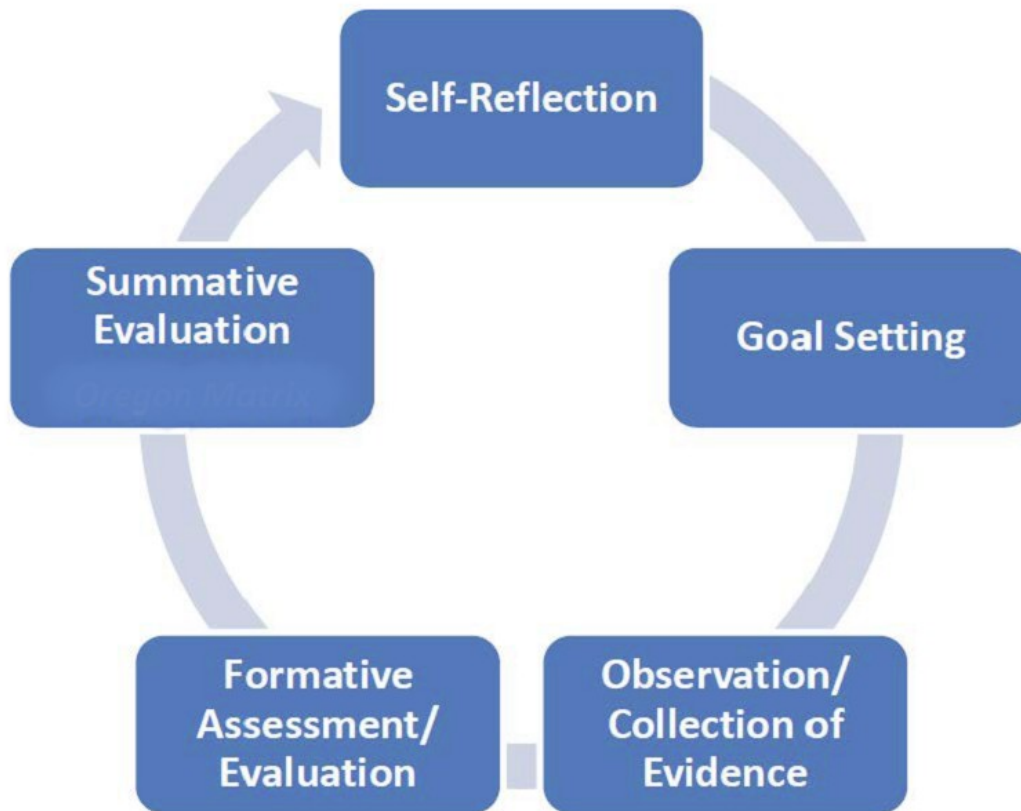
2. Enter your login information on the main screen and click the “Sign in” button to enter the site (User name = email address; Password = Welcome1!) You will be prompted to change after initial login.
3. Once you have changed your password, you will receive a “form saved” message.
4. From the main screen you can access your tasks, profile, upload attachments and view historical evaluations in successive years.
5. You will begin this year’s evaluation cycle by completing your self-reflection and then completing your goals in collaboration with your building administrator. You can find sample goal language and links to additional materials in this handbook.
6. You can learn more on how to use Frontline Perform by watching the online videos and tutorials under the Help tab.

Scappoose School District Evaluation Process

Contract On Cycle	Contract Off Cycle And Temporary*	Probationary
Self-Reflection And Goal Setting	Self-Reflection And Goal Setting	Self-Reflection And Goal Setting
<ul style="list-style-type: none"> • Informal Observation with feedback 		<ul style="list-style-type: none"> • Informal Observation with feedback • Formal Observation: <ul style="list-style-type: none"> • Pre-observation • Lesson Review
Mid-Year Review of Professional and student Learning & Growth Goals		Mid-Year Review of Professional and student Learning & Growth Goals
<ul style="list-style-type: none"> • Informal Observation with feedback • Formal Observation: <ul style="list-style-type: none"> • Pre-observation • Lesson Review • End of Year Goal Conference 		<ul style="list-style-type: none"> • Informal Observation with feedback • Formal Observation: <ul style="list-style-type: none"> • Pre-observation • Lesson Review • End of Year Goal Conference
Summative Evaluation		End of Year Goal Conference

*Temporary employees working 135 days or more shall be evaluated

<p align="center">Recommended Timeline</p>	<p align="center">Educator Evaluation Timeline Applies to all licensed staff during On-Year or Probationary year. * indicates requirement during Off-Year or Temporary year</p>
<p align="center">September - October</p>	<p><u>Self - Reflection*</u></p> <ul style="list-style-type: none"> • Submit electronically through TalentEd Perform
<p align="center">November</p>	<p><u>Goals*</u></p>
<p align="center">September - January</p>	<p><u>Observations</u></p> <ul style="list-style-type: none"> • Probationary and On-Year formal observations • Off-Year, Temporary, Probationary and On-year informal observations <p>Note: It is expected that all observations result in quality feedback provided to educator within a reasonable period.</p>
<p align="center">January - February</p>	<p><u>Mid-Year Goal Conference</u></p> <ul style="list-style-type: none"> • Review progress toward Professional Growth Goal and student Growth Goals. • Discuss additional support needed to meet Professional Growth Goal.
<p align="center">February</p>	<p><u>Recommendation for Board Action</u></p> <ul style="list-style-type: none"> • HR recommendations submitted for renewal/non-renewal for Probationary teachers and extension/non-extension for Contract teachers.
<p align="center">February - May</p>	<p><u>Observations - Phase 2</u></p> <ul style="list-style-type: none"> • Probationary and On-Year formal observations • Off-Year, Temporary, Probationary and On-year informal observations <p>Note: It is expected that all observations result in quality feedback provided to educator within a reasonable period</p>
<p align="center">May - June</p>	<p><u>Summative Evaluation and/or End-of-Year Goal Conference*</u></p>



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

Scappoose School District

Evaluation Domains and Standards Overview

Domain 1 - Planning and Preparation for learning

- Standard A: Demonstrating knowledge of content and pedagogy
- Standard B: Demonstrating knowledge of students
- Standard C: Selecting instructional outcomes
- Standard D: Demonstrating knowledge of resources
- Standard E: Designing coherent instruction
- Standard F: Designing student assessments

Domain 2 - Classroom Environment

- Standard A: Creating an environment of respect and rapport
- Standard B: Establishing a culture for learning
- Standard C: Managing classroom procedures
- Standard D: Managing student behavior
- Standard E: Organizing physical space

Domain 3 - Instruction

- Standard A: Communication with students
- Standard B: Using questioning and discussion techniques
- Standard C: Engaging students in learning
- Standard D: Demonstrating flexibility and responsiveness

Domain 4 - Professional Responsibilities

- Standard A: Reflecting on teaching
- Standard B: Maintaining accurate records
- Standard C: Communication with families
- Standard D: Participation in a professional community
- Standard E: Growing and developing professionally
- Standard F: Showing professionalism

Evaluation Domains based on *The Framework for Teaching* by Charlotte Danielson

As You Begin the Year...

Licensed Staff Self-Assessment

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

These are the evaluation levels used throughout the Professional Growth and Evaluation Cycle:

- U - Unsatisfactory
- B - Basic
- P - Proficient
- D - Distinguished
- NA - Not Applicable

These are the Domains within the cycle and used beginning with the self-reflection form:

1.a Demonstrating knowledge of content and pedagogy
1.b Demonstrating knowledge of students
1.c Selecting instructional outcomes
1.d Demonstrating knowledge of resources
1.e Designing coherent instruction
1.f Designing student assessments

3.a Communication with students
3.b Using questioning and discussion techniques
3.c Engaging students in learning
3.d Using assessment in instruction
3.e Demonstrating flexibility and responsiveness

2.a Creating an environment of respect and rapport
2.b Establishing a culture for learning
2.c Managing classroom procedures
2.d Managing student behavior
2.e Organizing physical space

4.a Reflecting on teaching
4.b Maintaining accurate records
4.c Communication with families
4.d Participation in a professional community
4.e Growing and developing professionally
4.f Showing professionalism

Domain 1 - Planning and Preparation

	1 Unsatisfactory	2 Basic	3 Proficient	4 Distinguished
A. Demonstrating Knowledge of Content and Pedagogy	In planning and practice, the teacher makes content errors or does not correct errors made by students. The teacher displays little understanding of prerequisite knowledge important to student learning of the content. The teacher displays little or no understanding of the range of pedagogical approaches suitable to student learning of the content.	The teacher is familiar with the important concepts in the discipline but displays a lack of awareness of how these concepts relate to one another. The teacher indicates some awareness of prerequisite learning, although such knowledge may be inaccurate or incomplete. The teacher's plans and practice reflect a limited range of pedagogical approaches to the discipline or to the students.	The teacher displays solid knowledge of the important concepts in the discipline and how these relate to one another. The teacher demonstrates accurate understanding of prerequisite relationships among topics. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the subject.	The teacher displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines. The teacher demonstrates understanding of prerequisite relationships among topics and concepts and understands the link to necessary cognitive structures that ensure student understanding. The teacher's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline and the ability to anticipate student misconceptions.
B. Demonstrating Knowledge of Students	The teacher displays minimal understanding of how students learn—and little knowledge of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages—and does not indicate that such knowledge is valuable.	The teacher displays generally accurate knowledge of how student learns and of their varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages, yet may apply this knowledge not to individual students but to the class as a whole.	The teacher understands the active nature of student learning and attains information about levels of development for groups of students. The teacher also purposefully acquires knowledge from several sources about groups of students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.	The teacher understands the active nature of student learning and acquires information about levels of development for individual students. The teacher also systematically acquires knowledge from several sources about individual students' varied approaches to learning, knowledge and skills, special needs, and interests and cultural heritages.

Domain 1 - Planning and Preparation (cont'd)

	1 Unsatisfactory	2 Basic	3 Proficient	4 Distinguished
C. Selecting Instructional Outcomes	The outcomes represent low expectations for students and lack of rigor, and not all of these outcomes reflect important learning in the discipline. They are stated as student activities, rather than as outcomes for learning. Outcomes reflect only one type of learning and only one discipline or strand and are suitable for only some students	Outcomes represent moderately high expectations and rigor. Some reflect important learning in the discipline and consist of a combination of outcomes and activities. Outcomes reflect several types of learning, but teacher has made no effort at coordination or integration. Outcomes, based on global assessments of student learning, are suitable for most of the students in the class.	Most outcomes represent rigorous and important learning in the discipline and are clear, are written in the form of student learning, and suggest viable methods of assessment. Outcomes reflect several different types of learning and opportunities for coordination, and they are differentiated, in whatever way is needed, for different groups of students	All outcomes represent high-level learning in the discipline. They are clear, are written in the form of student learning, and permit viable methods of assessment. Outcomes reflect several different types of learning and, where appropriate, represent both coordination and integration. Outcomes are differentiated, in whatever way is needed, for individual students.
D. Demonstrating Knowledge of Resources	The teacher is unaware of resources to assist student learning beyond materials provided by the school or district, nor is the teacher aware of resources for expanding one's own professional skill.	The teacher displays some awareness of resources beyond those provided by the school or district for classroom use and for extending one's professional skill but does not seek to expand this knowledge.	The teacher displays awareness of resources beyond those provided by the school or district, including those on the Internet, for classroom use and for extending one's professional skill, and seeks out such resources.	The teacher's knowledge of resources for classroom use and for extending one's professional skill is extensive, including those available through the school or district, in the community, through professional organizations and universities, and on the Internet.
E. Designing Coherent Instruction	Learning activities are poorly aligned with the instructional outcomes, do not follow an organized progression, are not designed to engage students in active intellectual activity, and have unrealistic time allocations. Instructional groups are not suitable to the activities and offer no variety.	Some of the learning activities and materials are aligned with the instructional outcomes and represent moderate cognitive challenge, but with no differentiation for different students. Instructional groups partially support the activities, with some variety. The lesson or unit has a recognizable structure; but the progression of activities is uneven, with only some reasonable time allocations.	Most of the learning activities are aligned with the instructional outcomes and follow an organized progression suitable to groups of students. The learning activities have reasonable time allocations; they represent significant cognitive challenge, with some differentiation for different groups of students and varied use of instructional groups.	The sequence of learning activities follows a coherent sequence, is aligned to instructional goals, and is designed to engage students in high-level cognitive activity. These are appropriately differentiated for individual learners. Instructional groups are varied appropriately, with some opportunity for student choice.

Domain 1 - Planning and Preparation (cont'd)

	1 Unsatisfactory	2 Basic	3 Proficient	4 Distinguished
F. Designing Student Assessments	Assessment procedures are not congruent with instructional outcomes and lack criteria by which student performance will be assessed. The teacher has no plan to incorporate formative assessment in the lesson or unit.	Assessment procedures are partially congruent with instructional outcomes. Assessment criteria and standards have been developed, but they are not clear. The teacher's approach to using formative assessment is rudimentary, including only some of the instructional outcomes.	All the instructional outcomes may be assessed by the proposed assessment plan; assessment methodologies may have been adapted for groups of students. Assessment criteria and standards are clear. The teacher has a well-developed strategy for using formative assessment and has designed particular approaches to be used.	All the instructional outcomes may be assessed by the proposed assessment plan, with clear criteria for assessing student work. The plan contains evidence of student contribution to its development. Assessment methodologies have been adapted for individual students as the need has arisen. The approach to using formative assessment is well designed and includes student as well as teacher use of the assessment information.

Domain 2 - The Classroom Environment

	1 Unsatisfactory	2 Basic	3 Proficient	4 Distinguished
A. Creating an Environment of Respect and Rapport	Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.	Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks.	Classroom interactions between teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.

Domain 2 - The Classroom Environment (cont')

	1 Unsatisfactory	2 Basic	3 Proficient	4 Distinguished
B. Establishing a Culture for Learning	The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium to low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students	The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only “going through the motions,” and students indicate that they are interested in the completion of a task rather than the quality of the work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language. High expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and the precise use of language.	The classroom culture is a cognitively busy place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.
C. Managing Classroom Procedures	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher’s managing instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines, or that volunteers or paraprofessionals have clearly defined tasks..	Some instructional time is lost due to partially effective classroom routines and procedures. The teacher’s management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines and volunteers and paraprofessionals perform their duties.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher’s management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines and volunteers and paraprofessionals contribute to the class.	Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students. Volunteers and paraprofessionals make an independent contribution to the class.

Domain 2 - The Classroom Environment (cont'd)

	1 Unsatisfactory	2 Basic	3 Proficient	4 Distinguished
D. Managing Student Behavior	There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/ or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity
E. Organizing Physical Space	The classroom environment is unsafe, or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.	The classroom is safe, and essential learning is accessible to most students. The teacher makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.	The classroom is safe, and students have equal access to learning activities; the teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources, including computer technology, effectively.	The classroom environment is safe, and learning is accessible to all students, including those with special needs. The teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.

Domain 3 - Instruction

	1 Unsatisfactory	2 Basic	3 Proficient	4 Distinguished
A. Communicating with Students	The instructional purpose of the lesson is unclear to students, and the directions and procedures are confusing. The teacher's explanation of the content contains major errors and does not include any explanation of strategies students might use. The teacher's spoken or written language contains errors of grammar or syntax. The teacher's academic vocabulary is inappropriate, vague, or used incorrectly, leaving students confused.	The teacher's attempt to explain the instructional purpose has only limited success, and/or directions and procedures must be clarified after initial student confusion. The teacher's explanation of the content may contain minor errors; some portions are clear, others difficult to follow. The teacher's explanation does not invite students to engage intellectually or to understand strategies they might use when working independently. The teacher's spoken language is correct but uses vocabulary that is either limited or not fully appropriate to the students' ages or backgrounds. The teacher rarely takes opportunities to explain academic vocabulary	The instructional purpose of the lesson is clearly communicated to students, including where it is situated within broader learning; directions and procedures are explained clearly and may be modeled. The teacher's explanation of content is scaffolded, clear, and accurate and connects with students' knowledge and experience. During the explanation of content, the teacher focuses, as appropriate, on strategies students can use when working independently and invites student intellectual engagement. The teacher's spoken and written language is clear and correct and is suitable to students' ages and interests. The teacher's use of academic vocabulary is precise and serves to extend student understanding.	The teacher links the instructional purpose of the lesson to the larger curriculum; the directions and procedures are clear and anticipate possible student misunderstanding. The teacher's explanation of content is thorough and clear, developing conceptual understanding through clear scaffolding and connecting with students' interests. Students contribute to extending the content by explaining concepts to their classmates and suggesting strategies that might be used. The teacher's spoken and written language is expressive, and the teacher finds opportunities to extend students' vocabularies, both within the discipline and for more general use. Students contribute to the correct use of academic vocabulary.
B. Using Questioning and Discussion Techniques	The teacher's questions are of low cognitive challenge, with single correct responses, and are asked in rapid succession. Interaction between the teacher and students is predominantly recitation style, with the teacher mediating all questions and answers; the teacher accepts all contributions without asking students to explain their reasoning. Only a few students participate in the discussion	The teacher's questions lead students through a single path of inquiry, with answers seemingly determined in advance. Alternatively, the teacher attempts to ask some questions designed to engage students in thinking, but only a few students are involved. The teacher attempts to engage all students in the discussion, to encourage them to respond to one another, and to explain their thinking, with uneven results.	While the teacher may use some low-level questions, he poses questions designed to promote student thinking and understanding. The teacher creates a genuine discussion among students, providing adequate time for students to respond and stepping aside when doing so is appropriate. The teacher challenges students to justify their thinking and successfully engages most students in the discussion, employing a range of strategies to ensure that most students are heard.	The teacher uses a variety or series of questions or prompts to challenge students cognitively, advance high-level thinking and discourse, and promote metacognition. Students formulate many questions, initiate topics, challenge one another's thinking, and make unsolicited contributions. Students themselves ensure that all voices are heard in the discussion.

Domain 3 - Instruction (cont'd)

	1 Unsatisfactory	2 Basic	3 Proficient	4 Distinguished
C. Engaging Students in Learning	The learning tasks/ activities, materials and, resources are poorly aligned with the instructional outcomes, or require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.	The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. The groupings of students are moderately suitable to the activities. The lesson has a recognizable structure; however, the pacing of the lesson may not provide students the time needed to be intellectually engaged or may be so slow that many students have a considerable amount of “down time.”	The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged.	Virtually all students are intellectually engaged in challenging content through well-designed learning tasks and activities that require complex thinking by students. The teacher provides suitable scaffolding and challenges students to explain their thinking. There is evidence of some student initiation of inquiry and student contributions to the exploration of important content; students may serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students the time needed not only to intellectually engage with and reflect upon their learning but also to consolidate their understanding.
D. Using Assessment in Instruction	Students do not appear to be aware of the assessment criteria, and there is little or no monitoring of student learning; feedback is absent or of poor quality. Students do not engage in self- or peer assessment,.	Students appear to be only partially aware of the assessment criteria, and the teacher monitors student learning for the class as a whole. Questions and assessments are rarely used to diagnose evidence of learning. Feedback to students is general, and few students assess their own work..	Students appear to be aware of the assessment criteria, and the teacher monitors student learning for groups of students. Questions and assessments are regularly used to diagnose evidence of learning. Teacher feedback to groups of students is accurate and specific; some students engage in self-assessment	Assessment is fully integrated into instruction, through extensive use of formative assessment. Students appear to be aware of, and there is some evidence that they have contributed to, the assessment criteria. Questions and assessments are used regularly to diagnose evidence of learning by individual students. A variety of forms of feedback, from both teacher and peers, is accurate and specific and advances learning. Students self-assess and monitor their own progress. The teacher successfully differentiates instruction to address individual students’ misunderstandings

Domain 3 - Instruction (cont'd)

	1 Unsatisfactory	2 Basic	3 Proficient	4 Distinguished
E. Demonstrating Flexibility and Responsiveness	The teacher ignores students' questions; when students have difficulty learning, the teacher blames them or their home environment for their lack of success. The teacher makes no attempt to adjust the lesson even when students don't understand the content.	The teacher accepts responsibility for the success of all students but has only a limited repertoire of strategies to use. Adjustment of the lesson in response to assessment is minimal or ineffective.	The teacher successfully accommodates students' questions and interests. Drawing on a broad repertoire of strategies, the teacher persists in seeking approaches for students who have difficulty learning. If impromptu measures are needed, the teacher makes a minor adjustment to the lesson and does so smoothly.	The teacher seizes an opportunity to enhance learning, building on a spontaneous event or students' interests, or successfully adjusts and differentiates instruction to address individual student misunderstandings. Using an extensive repertoire of instructional strategies and soliciting additional resources from the school or community, the teacher persists in seeking effective approaches for students who need help.

Domain 4 - Professional Responsibilities

	1 Unsatisfactory	2 Basic	3 Proficient	4 Distinguished
A. Reflecting on Teaching	The teacher does not know whether a lesson was effective or achieved its instructional outcomes, or the teacher profoundly misjudges the success of a lesson. The teacher has no suggestions for how a lesson could be improved.	The teacher has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met. The teacher makes general suggestions about how a lesson could be improved.	The teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment. The teacher makes a few specific suggestions of what could be tried another time the lesson is taught.	The teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing many specific examples from the lesson and weighing the relative strengths of each. Drawing on an extensive repertoire of skills, the teacher offers specific alternative actions, complete with the probable success of different courses of action.

Domain 4 - Professional Responsibilities (cont'd)

	1 Unsatisfactory	2 Basic	3 Proficient	4 Distinguished
B. Maintaining Accu- rate Records	The teacher's system for maintaining information on student completion of assignments and student progress in learning is nonexistent or in disarray. The teacher's records for non-instructional activities are in disarray, the result being errors and confusion.	The teacher's system for maintaining information on student completion of assignments and student progress in learning is rudimentary and only partially effective. The teacher's records for non-instructional activities are adequate but inefficient and, unless given frequent oversight by the teacher, prone to errors.	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective.	The teacher's system for maintaining information on student completion of assignments, student progress in learning, and non-instructional records is fully effective. Students contribute information and participate in maintaining the records.
C. Communication with Families	The teacher provides little information about the instructional program to families; the teacher's communication about students' progress is minimal. The teacher does not respond, or responds insensitively, to parental concerns.	The teacher makes sporadic attempts to communicate with families about the instructional program and about the progress of individual students but does not attempt to engage families in the instructional program. Moreover, the communication that does take place may not be culturally sensitive to those families.	The teacher provides frequent and appropriate information to families about the instructional program and conveys information about individual student progress in a culturally sensitive manner. The teacher makes some attempts to engage families in the instructional program.	The teacher communicates frequently with families in a culturally sensitive manner, with students contributing to the communication. The teacher responds to family concerns with professional and cultural sensitivity. The teacher's efforts to engage families in the instructional program are frequent and successful.
D. Participation in a Professional Com- munity	The teacher's relationships with colleagues are negative or self-serving. The teacher avoids participation in a professional culture of inquiry, resisting opportunities to become involved. The teacher avoids becoming involved in school events or school and district projects.	The teacher maintains cordial relationships with colleagues to fulfill duties that the school or district requires. The teacher participates in the school's culture of professional inquiry when invited to do so. The teacher participates in school events and school and district projects when specifically asked.	The teacher's relationships with colleagues are characterized by mutual support and cooperation; the teacher actively participates in a culture of professional inquiry. The teacher volunteers to participate in school events and in school and district projects, making a substantial contribution.	The teacher's relationships with colleagues are characterized by mutual support and cooperation, with the teacher taking initiative in assuming leadership among the faculty. The teacher takes a leadership role in promoting a culture of professional inquiry. The teacher volunteers to participate in school events and district projects, making a substantial contribution and assuming a leadership role in at least one aspect of school or district life.

Domain 4 - Professional Responsibilities (cont'd)

	1 Unsatisfactory	2 Basic	3 Proficient	4 Distinguished
E. Growing and Developing Professionally	The teacher engages in no professional development activities to enhance knowledge or skill. The teacher resists feedback on teaching performance from either supervisors or more experienced colleagues. The teacher makes no effort to share knowledge with others or to assume professional responsibilities.	The teacher participates to a limited extent in professional activities when they are convenient. The teacher engages in a limited way with colleagues and supervisors in professional conversation about practice, including some feedback on teaching performance. The teacher finds limited ways to assist other teachers and contribute to the profession.	The teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill. The teacher actively engages with colleagues and supervisors in professional conversation about practice, including feedback about practice. The teacher participates actively in assisting other educators and looks for ways to contribute to the profession.	The teacher seeks out opportunities for professional development and makes a systematic effort to conduct action research. The teacher solicits feedback on practice from both supervisors and colleagues. The teacher initiates important activities to contribute to the profession.
F. Showing Professionalism	The teacher displays dishonesty in interactions with colleagues, students, and the public. The teacher is not alert to students' needs and contributes to school practices that result in some students' being ill served by the school. The teacher makes decisions and recommendations that are based on self-serving interests. The teacher does not comply with school and district regulations.	The teacher is honest in interactions with colleagues, students, and the public. The teacher's attempts to serve students are inconsistent, and unknowingly contributes to some students being ill served by the school. The teacher's decisions and recommendations are based on limited though genuinely professional considerations. The teacher must be reminded by supervisors about complying with school and district regulations.	The teacher displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. The teacher is active in serving students, working to ensure that all students receive a fair opportunity to succeed. The teacher maintains an open mind in team or departmental decision making. The teacher complies fully with school and district regulations.	The teacher can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. The teacher is highly proactive in serving students, seeking out resources when needed. The teacher makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. The teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards. The teacher complies fully with school and district regulations, taking a leadership role with colleagues.

Next...Setting Goals

Initial Professional Growth Goal Conference

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

All educators, in collaboration with their administrator, must complete two Student Learning and Growth Goals each school year. Goals will be written in a SMART goal format. These should be focused goals that span the entire length of the selected course.

Setting SLG goals is a collaborative process in which educators and evaluators enter into a conversation to create a rigorous, yet realistic goal that examines the educator's impact on student learning and growth. The educator and evaluator work together to ensure quality goals through a discussion of the rigor and rationale of each goal, standards addressed, appropriate evidence-based strategies, and quality of assessments and evidence.

Goals originate with the educator after an analysis of their students' data. The collaborative process includes guiding questions to inform revisions, such as:

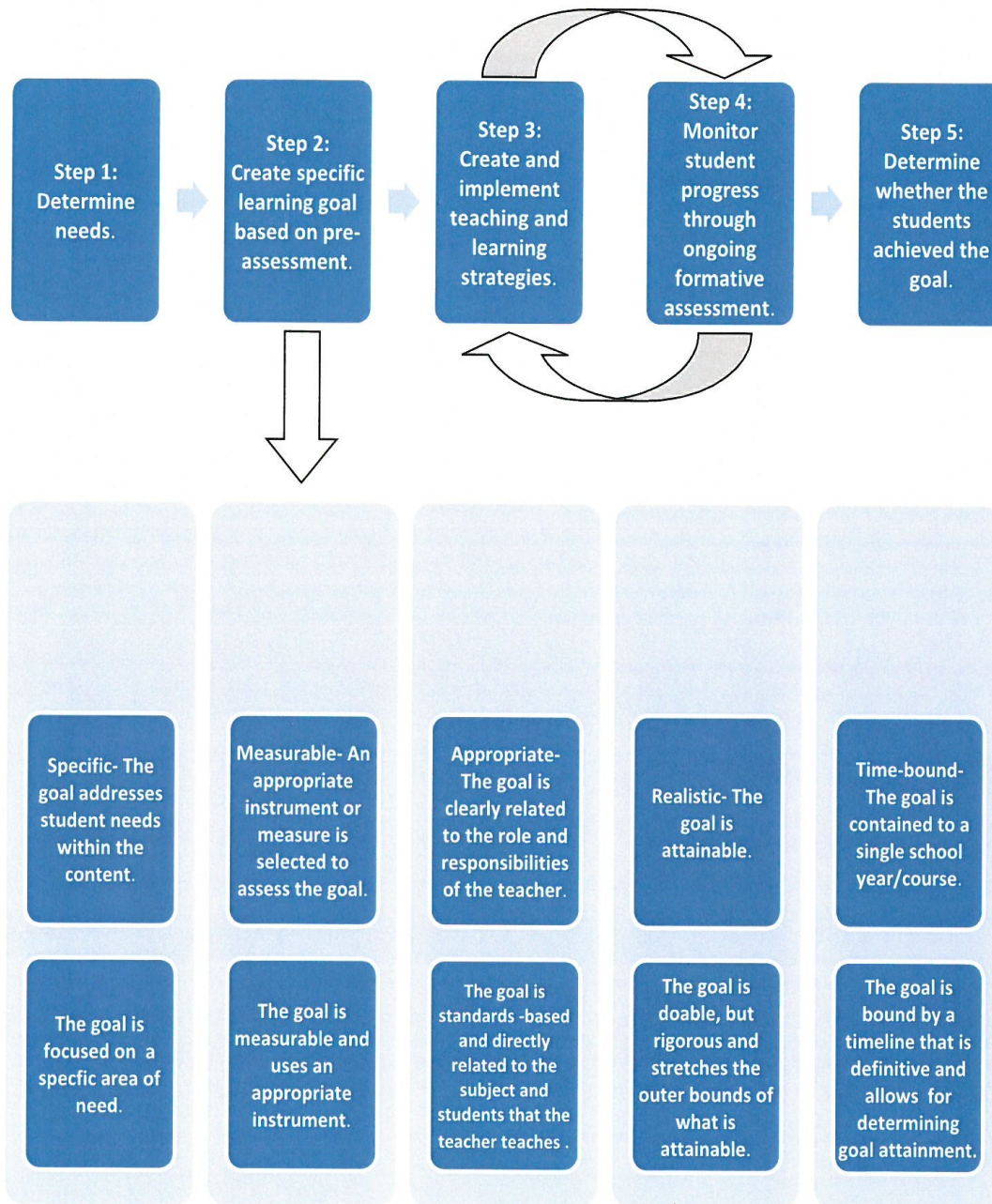
- How was the baseline data used to inform the growth goal?
- How are growth targets appropriate for the student population? If applicable, are targets differentiated based on students' baseline data?
- Are the expectations for growth rigorous yet realistic?
- How will this goal address student needs?
- How will goal attainment help the student succeed in this class/course or future class/course?

Educators are encouraged to collaborate with other educators to establish SLG goals (e.g. grade level, departments, curricular or administrative teams). Collaborative goal setting for teachers could take various forms:

- A team of teachers responsible for the same grade and/or content (e.g., 9th grade English or 4th grade team) write a team-level goal with each teacher only accountable for their individual intact group of students.
- A team of teachers who share students between classrooms (e.g., RTI, Walk to Read), write a team-level goal where teachers are accountable for all students.
- An individual teacher accountable for an intact group of students writes a classroom or course-level goal in collaboration with their evaluator.

Administrators are encouraged to provide opportunities for educators to collaborate and share information across schools. For example, teachers who do not have a team of peers within their school may benefit from collaborating with similarly situated teachers from another school.

STEP-BY-STEP SMART GOAL PROCESS



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

Student Learning & Growth Goals (SLGGs)

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

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

Student Learning and Growth: Evidence of teachers' contribution to student learning and growth. Teachers will establish at least two student learning goals and identify strategies and measures that will be used to determine goal attainment. One such goal shall be an academic learning goal. They also specify what evidence will be provided to document progress on each goal.

- a) All teachers will use measures that are valid representations of student learning standards, based on what is most appropriate for the curriculum and students they teach.
- b) Teachers who are responsible for student learning in tested subjects and grades (i.e. ELA and mathematics in grades 3-8, 11) will have the option to use state assessments as one measure.
 1. Assess your students.
 2. Write SMART (Specific, Measurable, Appropriate, Realistic, Time-bound) goals.
 3. Complete SLGGs and PGG in electronic evaluation system.
 4. Meet with your administrator/evaluator to review your SLGGs.
 5. Assess and collect evidence supporting the SLGGs.
 6. Meet mid-course (mid-year) with your administrator/evaluator and make adjustments as necessary to meet your three goals (PGG and SLGGs).
 7. Continue assessing and collecting evidence supporting the goals.
 8. Meet with administrator/evaluator for summative review.

STEP 1: Determine Needs

To begin the process, educators gather baseline data to better understand how to prepare students for the standards addressed by the class or course. This data could include end-of-year data from the previous year baseline data from district assessments, pretests, or student work samples. Educators conduct an analysis of the baseline data and set goals for all students based on that data.

STEP 2: Create Specific Learning and Growth Goals

In this step the educator sets specific learning goals based on their self-reflection and students' baseline data. The SMART goal process is used in the development of SLG goals (SMART= Specific; Measurable; Appropriate; Realistic; and Time-bound).

Determine the students and time period. The educator sets two annual SLG goals. A course is considered a content and/or grade-specific class. The instructional period will vary depending on staff assignment. For example, Algebra I SLG goal would span the length of an Algebra I course (e.g. year, semester, or trimester).

For most secondary teachers (including middle school) goals must cover all the students instructed by the teacher in a particular course or class. For example, a high school math teacher who teaches four Algebra I courses, a Geometry course, and a Calculus course might set one goal for students in their Algebra I courses and another for students in their Geometry course. It is not necessary for a secondary teacher to set goals that cover all students they teach. This would also be true for other TSPC licensed personnel such as PE teachers, reading teachers, special education teachers, etc.

For most elementary teachers goals must cover all the students in their class over the course of a year. For example, a third grade teacher might set a tiered goal for reading that describes the expected growth of all students they provide instruction for.

Determine the specific standards and content addressed by the SLG goal. Identify specific state or national standards to which the SLG goal is aligned. The content or skills should be selected based on identified areas from the data analysis.

Set student learning growth goal (targets). Write a brief yet specific growth goal (target) for students that aligns to the standards. These growth targets should include specific indicators of growth; such as percentages or questions answered correctly that demonstrate learning between two points in time. The targets should be rigorous yet attainable. They can be tiered for specific students in the course/class to allow all students to demonstrate growth. The educator provides a rationale for why the goal is important and achievable for this group of students.

Identify assessments. Identify the appropriate assessment that will be used to measure student learning and growth toward the goal(s).

Guide to Professional Growth Goals

Each goal should answer the following question(s).

1. What professional development will help me accomplish my SLG? (D:4)
2. How will achieving my professional growth goal improve student learning and engagement? (D:3)
3. How has my self-reflection and assessment on Domains 1-4 informed this goal? (D:4)
4. How might I team with colleagues to successfully achieve my goal? (D:4)

The goal samples that follow include reference to the actions to be taken in order to meet the goal.

<p style="text-align: center;">Any content area – student engagement</p> <p>For the 2019-20 school year, I will improve my ability to engage students in their learning by attending and implementing Rigor and Relevance training, researching and implementing strategies for engaging students in rigorous learning, and refining my use of student involved formative assessment practices. These will be measured through pre and post assessments, student work samples, interim assessments, peer and principal observations and conferences, and self-reflection.</p>	<p style="text-align: center;">Any Content area – learning styles</p> <p>During the 2019-20 school year, I will increase student engagement by using a learning styles inventory with every student and designing lessons that address the different styles within my class. I will research teaching strategies to engage the different learning styles and study <i>So Each May Learn</i> by Silver. Measures of success will include student work products, observation, and student and teacher self-reflection.</p>
<p style="text-align: center;">Science</p> <p>For the 2019-20 school year, I will improve writing instruction in my science classroom by implementing and reflecting on strategies learned during a summer writing workshop for teachers. I'll incorporate writing strategies for describing observations, explaining scientific phenomena, explain cause & effect occurrences, and drawing conclusions from experiments. Indicators of success will be student work samples, analysis of student's writing products, and self-reflection.</p>	<p style="text-align: center;">Any content area – formative assessment</p> <p>During the 2019-20 school year, I will study Classroom Assessment for Student Learning, by Rick Stiggins, and embed formative assessment practices in my daily instruction. Indicators of success will include classroom observation, self-reflection, analysis of student assessment data, and observable student engagement.</p>

<p style="text-align: center;">Reading in any content area</p> <p>During the 2019-20 school year, I will learn to integrate literacy strategies in my instruction. I will implement learning from a literacy workshop and from reading professional literature. Measures of success will include results from analysis of student work samples, self-reflection, student surveys, and observation.</p>	<p style="text-align: center;">Any content area - questioning</p> <p>During the 2019-20 school year, I will improve my questioning techniques to engage students in higher level critical thinking and problem solving. I will implement learning from study of Thinking Strategies. Growth will be evidenced through lesson plans, observation, self-reflection, and student work samples.</p>
<p style="text-align: center;">Special Education</p> <p>During the 2019-20 school year, I will increase my knowledge of supporting students with autism. I will research on-line resources, consult with district/state/cooperative special education coordinators, observe a mentor teacher, and participate in a on-line short course on autism. This will be evidenced by notes and self-reflection, anecdotal notes on my interactions with autistic students, and the short course certificate.</p>	<p style="text-align: center;">Teacher Leadership</p> <p>During the 2019-20 school year, I will learn best practices for mentoring new teachers in my building. I will participate in the district study group and Cognitive Coaching PD and attend a KYVL on-line course for mentoring teachers. Evidence of success will include district PD certificate, course completion certificate, mentee teacher surveys, self-reflection on mentoring opportunities.</p>
<p style="text-align: center;">Literacy Design Collaborative (LDC) teachers</p> <p>During the 2019-20 school year, I will implement what I am learning through LDC to support students in meeting the Common Core standards. I will design action research around implementing LDC modules as intended, analyze student work, and reflect on impact on students. Success criteria includes self-reflection, student surveys, analysis of student before & after work samples, and completed modules.</p>	<p style="text-align: center;">Math Design Collaborative (MDC) teachers</p> <p>During the 2019-20 school year, I will improve my ability to think more deeply about mathematical concepts using what I am learning through MDC about math formative assessment lessons. I will engage my students in more critical thinking and problem solving about mathematics and help students persevere when struggling to learn new concepts. This will be evidenced by formative assessment lessons student work samples, observation, and self-reflection.</p>
<p style="text-align: center;">Any content area - technology</p> <p>During the 2019-20 school year, I will increase student use of technology for learning in my classroom. I will collaborate with a district technology cadre to learn ways to integrate learning with technology in instruction. We will also study Kajder's book <i>Adolescents and Digital Literacies</i> and other resources. Evidence of success includes lesson plans, student work samples, and self-reflection.</p>	<p style="text-align: center;">Writing in any content area</p> <p>During the 2019-20 school year, I will learn to incorporate online writing tools in my writing workshop. After collaborating with the technology resource teacher to investigate Google Docs and other on-line tools, my students will have opportunities to write independently, collaboratively and give/receive feedback using the tools. This will be evidenced by student writing samples, lesson plans, and reflection.</p>

Throughout the Year...

Formal Observations

Pre-Conference

The evaluator and educator meet to discuss items of mutual interest concerning the observation. The data collection to be used during the observation will be identified and mutually understood by the evaluator and educator. The educator provides the administrator with a lesson plan prior to the preconference for their review.

The lesson plan and materials will be evaluated using criteria from Domain 1.

Observation

During the classroom observation, the supervisor will collect specific data based on the following 2 Domains and Standards:

Domain 2—Classroom Environment

Domain 3—Instruction

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

Reflection Sheet

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

This step must be completed by the educator prior to the post-observation conference with their evaluator.

Post-Observation Conference

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

Informal Observations

Informal observations will take place throughout the school year for all educators. These observations will be approximately 10 minutes in length and will take place at different times of the day. They may occur by the evaluator dropping in, as well as by educator invitation.

Feedback will be given to the educator after each informal observation and will be given in written form using a variety of tools that are housed in Talent Ed. In addition, there will be a minimum of at least three (3) face-to-face opportunities for feedback in the year.

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

Mid-Year Review

This meeting provides an opportunity for the educator to sit with their evaluator and discuss progress on PGG and SLGs. Prior to this meeting, the educator must complete the Mid-Year review form in the electronic system.

Collaborative Mid-Year Goal Review:

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

Strategy Modification:

- What adjustments need to be made to your strategies?
- What additional support or resources can be provided?

At the end of the Year...

Summative Evaluation Meeting

Probationary educators and On-Cycle educators review their Year-End data during their summative evaluation meeting, which provides an opportunity for the educator and evaluator to discuss the comments and ratings on the Summative Evaluation Report before it is finalized. At this meeting the contents of the report will be reviewed with the educator as well as reviewing and evaluating the teachers SLG and Professional Learning goals. The meeting also provides the educator the opportunity to share additional information and artifacts with the evaluator that may not have been discussed, observed or noted during the process.

Off-cycle educators will meet for an end of the year Goal Conference to discuss SLGG and professional learning goal.

Artifacts

Possible artifacts might include:

Data charts – STAR summary, DIBELS, common formative assessments

Work Samples – writing or specialized subjects

Data Tables – individual class data

When you need some help to improve...

Directed Goals

A Plan of Improvement is a formal process of supervision designed to focus on improvement needed because of performance below district standard(s) in one or more areas. Any staff member who receives a rating of unsatisfactory in any one goal area will collaboratively work with his/her evaluator to develop directed goal(s) as part of a Plan of Improvement.

Program of Assistance for Improvement

A program of assistance is intended to support a licensed employee who has shown a significant deficit based on the Professional Growth and Evaluation Handbook. The goal of the program is to support the licensed member in successfully overcoming the identified deficit. A plan can be commenced at any time after deficiencies are identified, noted in writing and shared with the employee. A licensed member has the right to representation at every step in the process. Specific requirements for the program of assistance are outlined in the Certified Bargained Agreement between the association and Scappoose School District.

PDU Requirements (Information provided from TSPC: www.oregon.gov/TSPC)

Professional development is required to:

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

Continuing PDUS: General Information

- Most licenses, registrations and certificates require completion of PDUs *for renewal*:
 - 25 PDUs per year
 - 75 PDUs for a three-year license
 - 125 PDUs for a five-year license

PDUs are calculated as follows:

- 1 hour of continuing PDU activity = 1 PDU
- 1 quarter hour of college credit = 20 PDUs
- 1 semester hour of college credit = 30 PDUs

Timeline for completion of PDUS:

- PDUs must be completed during the life of the license except as provided for carryover units

*Advanced PDUs -

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

The Advanced Professional Development Program is:

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

To verify Advanced PDUs, a district or school must submit the Advanced Professional Development Completion for (APD form) on the Forms and Instructions page.

For more information on the Advanced PDUs, visit the TSPC website at: <https://www.oregon.gov/tspc/Pages/PDUs-Continuing.aspx>

