Professional Growth
And
Evaluation Handbook
For
Teachers

A Comprehensive System of Growth and Evaluation designed to
Support Best Practices in Teaching and Learning
In the Scappoose School District

Updated: August 2017

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Defining Teacher Effectiveness

Development of evaluation and support systems should begin with defining the terms "effective" teacher and "effective" principal (or administrator). The Educator Effectiveness Workgroup developed the definitions below which reflect the adopted Model Core Teaching Standards (OAR 581-022-1724) and Educational Leadership/Administrator Standards (OAR 581-022-1725).

Teacher Effectiveness

Effective teachers in the state of Oregon have the essential knowledge, critical dispositions and performances needed to promote the success of every student through high expectations, challenging learning experiences, a deep understanding of the content, effective instructional practice, and professional responsibility.

By demonstrating proficiency in the adopted teaching standards, effective teachers improve student learning and growth by providing instruction that enables all students regardless of their background to meet and exceed ambitious goals and standards for student learning. Effective teachers empower every student to take ownership of his or her own learning and leverage diverse student assets to promote learning for all students. Through implementation of the Common Core State Standards (CCSS), effective teachers integrate cross-disciplinary skills to help students' master content and apply knowledge and skills to explore ideas, propose solutions, develop new understandings, solve problems, and imagine possibilities. They strive to eliminate achievement gaps and to prepare diverse student populations for postsecondary and workforce success. Effective teachers use assessment data to monitor each learner's progress formatively, adjust instruction as needed, provide feedback to learners, and document learner progress against standards using multiple sources of evidence. They also analyze student learning outcomes to plan meaningful learning opportunities, customize instruction for students with a wide range of individual and cultural differences, and incorporate new technologies to maximize and individualize learning experiences.

Effective teachers understand that helping all students succeed cannot happen in isolation; they engage in intensive professional learning, peer and team collaboration, continuous self-reflection, consultation with families, and ongoing study of research and evidence-based practice. Effective teachers demonstrate leadership by encouraging transparency and contributing to positive changes in practice which advance the profession. They also lead by modeling ethical behavior, taking responsibility for the learning and well-being of all students, and supporting a shared vision and collaborative culture. Effective teachers communicate high expectations to students and their families, in particular those who have historically been left behind/marginalized, and utilize diverse strategies to engage them in a mutually supportive teaching and learning environment. They perform all duties according to the ethical and competent standards set by the Teachers Standards and Practices Commission. Oregon Department of Education, July 27, 2012 (updated January 2013) 12

Scappoose School District Supervision/Evaluation Plan

Evaluation materials such as domains and language used follow the Charlotte Danielson model.

Temporary Teacher

Goal Setting: 3 goals written and approved by administrator before November 9th.

Before Winter Break
 -Formal observation #1
 - Up to 2 mini observations

Before Spring Break
 -Formal observation #2
 -Up to 2 mini observations (Total of 3)

Mid-year check of goals and progress on the 4 domains.

Probationary Teacher (0-3 years)

Goal Setting: 3 goals written and approved by administrator before November 9th. To be evaluated yearly.

Before Winter Break
 -Formal observation #1
 - Up to 2 mini observations

Before Spring Break
 -Formal observation #2
 -Up to 2 mini observations (Total of 3)

Mid-year check of goals and progress on the 4 domains.

At the discretion of the evaluating administrator the number of required formals maybe reduced by the number of years the teacher has been on probation. For example if you are a second year probationary teacher the requirement maybe 3 formal observations verses 4.

Contract Teacher (4th year and beyond)

1 year cycle, on/off year assignment rotates each year.
Goal Setting: 3 goals written and approved by administrator before November 9th.To be evaluated yearly.

Before June 1st "On Year"
 -3 mini observations
 -1 formal observation

Before June 1st "Off Year"
 -3 mini observations

End of the year summative evaluations
    Danielson Rubrics (see attachment for cycles and classifications)

Multiple Measures of Educator Practice

The Scappoose School District's evaluation system will include multiple measures to evaluate teacher performance and effectiveness. Due to the complex nature of teaching, a single measure does not provide sufficient evidence to evaluate performance. When combined, the multiple measures provide a body of evidence that informs the educator's evaluation resulting in a more accurate and valid judgment about performance and professional growth needs. As illustrated below, the multiple measures of the SSD Evaluation Framework (Domains I – Domain 4) also provide information as to the teacher's contribution to student growth.
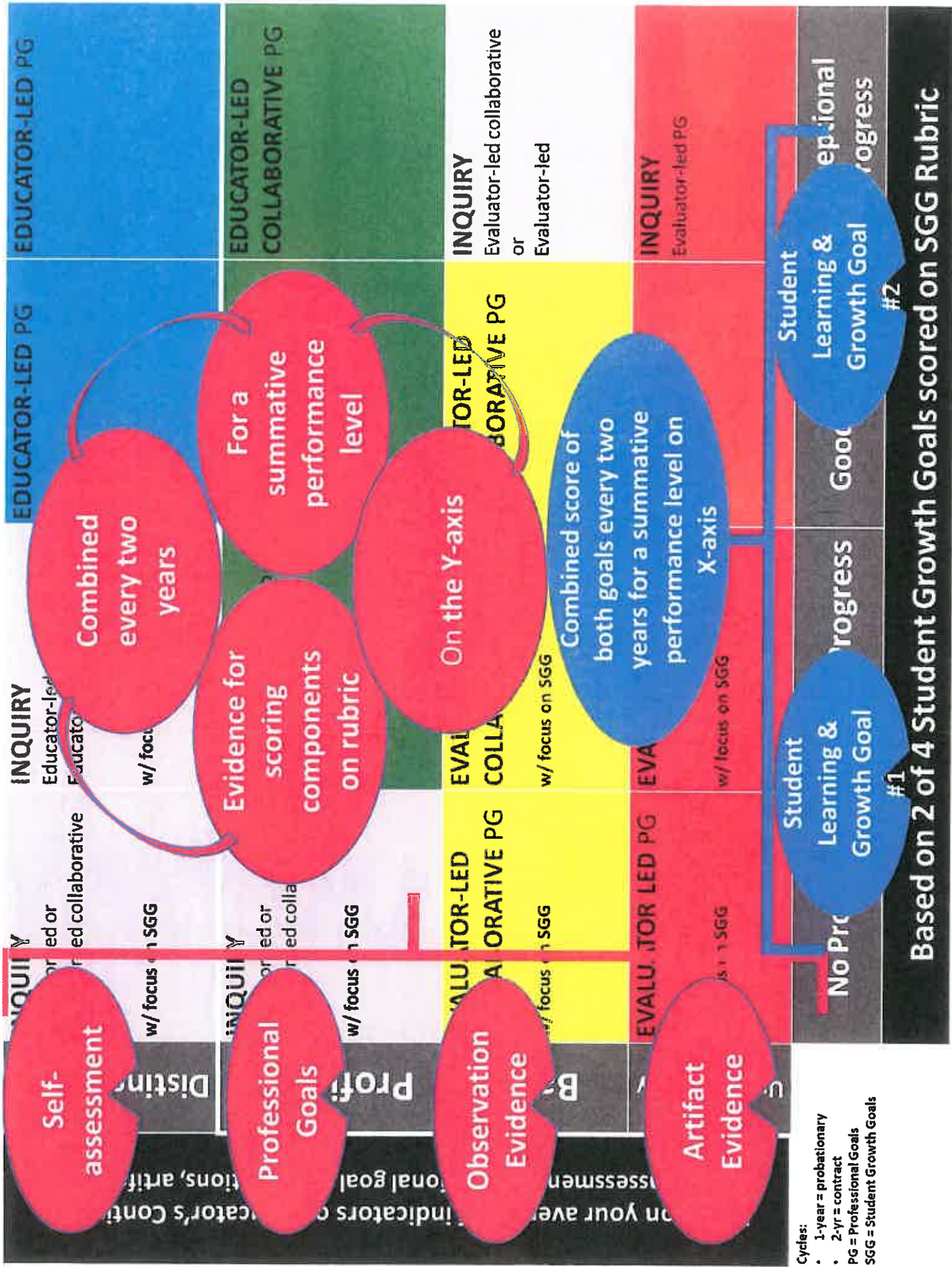
It is the goal of the Scappoose School District to make data driven decisions regarding professional development. Evaluation data reflecting strengths and weaknesses district-wide will be extracted annually from Talent Ed for review and consideration. Senate Bill 290 asks that district look at district wide data from evaluations to plan professional development that is relevant. The TalentEd system allows administrators with staff to identify areas that need support and to plan the professional development opportunities using our own staff.

	No Progress	Limited Progress	Good Progress	Exceptional Progress
Distinguished	INQUIRY Educator-led or Educator-led collaborative PG w/focus on SGG	INQUIRY Educator-led or Educator-led collaborative PG w/focus on SGG	EDUCATOR-LED PG	EDUCATOR-LED PG
Proficient	INQUIRY Educator-led or Educator-led collaborative w/focus on SGG	EDUCATOR-LED COLLABORATIVE PG w/focus on SGG	EDUCATOR-LED COLLABORATIVE PG	EDUCATOR-LED COLLABORATIVE PG
Basic	EVALUATOR-LED COLLABORATIVE PG w/focus on SGG	EVALUATOR-LED COLLABORATIVE PG w/focus on SGG	EVALUATOR-LED COLLABORATIVE PG	INQUIRY Evaluator-led collaborative or Evaluator-led
Unsatisfactory	EVALUATOR LED PG w/focus on SGG	EVALUATOR LED PG w/focus on SGG	INQUIRY Evaluator-led PG	INQUIRY Evaluator-led PG

Based on your average of indicators on Educator's Continuum
(Self-assessment, professional goal, observations, artifacts)

Based on 2 of 4 Student Growth Goals scored on SGG Rubric

Cycles:
- 1-year = probationary
- 2-yr = contract

PG = Professional Goals
SGG = Student Growth Goals

Based on 2 of 4 Student Growth Goals scored on SGG Rubric

EDUCATOR-LED PG

EDUCATOR-LED PG

INQUIRY
Educator-led
Educator-led collaborative

w/ focus on SGG

INQUIRY
Educator-led
Educator-led collaborative

w/ focus on SGG

EDUCATOR-LED COLLABORATIVE PG

INQUIRY
Evaluator-led collaborative
or
Evaluator-led

EVALUATOR-LED COLLABORATIVE PG

w/ focus on SGG

EVALUATOR-LED COLLABORATIVE PG

w/ focus on SGG

INQUIRY
Evaluator-led PG

EVALUATOR LED PG

w/ focus on SGG

Self-assessment

Professional Goals

Observation Evidence

Artifact Evidence

Combined every two years

For a summative performance level

Evidence for scoring components on rubric

On the Y-axis

Combined score of both goals every two years for a summative performance level on X-axis

Student Learning & Growth Goal #1

Student Learning & Growth Goal #2

No Progress

Progress

Good

Exceptional Progress

Distinc

Profi

B

Cycles:
- 1-year = probationary
- 2-yr = contract

PG = Professional Goals
SGG = Student Growth Goals

A Timeline for the Evaluation Process and Improvement of Instruction Guide

	Probationary Teachers & TEMPORARY Teacher	Contract Teachers (ON YEAR)	Contract Teacher (OFF YEAR)
August/ September	❖ Meeting with building administrator to discuss Evaluation and Supervision Process ❖ Mini-observations and formal observations begin ❖ Complete Self-Assessment	❖ Overview of Evaluation and Supervision Process ❖ Mini-observations begin ❖ Complete Self-Assessment	❖ Overview of Evaluation and Supervision Process ❖ Mini-observations begin ❖ Complete Self-Assessment
October	❖ Mini- and/or formal observations ❖ Goal Conference	❖ Mini-observations and/or formal observation ❖ Goal Conference	❖ Mini-observations ❖ Goal Conference
November	❖ Submit written goals by November 9th. ❖ Mini- and/or formal observation ❖ Post observation meeting with administrator following formal observation	❖ Submit written goals by November 9th ❖ Mini-observations and/or formal observation	❖ Submit written goals by November 9th ❖ Mini-observation
December	❖ Mini- and/or formal observations ❖ One formal observation completed prior to winter break	❖ Mini-observations and/or formal observation	❖ Mini-observation
January	❖ Mini- and/or formal observations ❖ Mid-Year Goals Conference	❖ Mini-observations and/or formal observation ❖ Mid-Year Goals Conference	❖ Mini-observation ❖ Mid-Year Goals Conference
February	❖ Mini- and/or formal observation ❖ Post observation meeting with administrator following formal observation	❖ Mini-observation and/or formal observation	❖ Mini-observation
March	❖ One formal observation to be completed prior to spring break ❖ Mini-observation ❖ Board action on renewal/extension ❖ Notification of Employment – March	❖ Board action on renewal/extension ❖ Notification of Employment – March	❖ Board action on renewal/extension ❖ Notification of Employment – March

April	❖ Mini- observations	❖ Mini-observations	❖ Mini-observations
May/June	❖ Mini- observations ❖ Complete Self-Assessment ❖ Final goals assessment concluded (planning new goals) ❖ Summative Evaluation - prior to last work day for teachers	❖ Mini-observations ❖ Complete Self-Assessment ❖ Final goals assessment concluded (planning new goals) ❖ Summative Evaluation - prior to last work day for teachers	❖ Mini-observations ❖ Complete Self-Assessment ❖ Final goals assessment concluded (planning new goals) ❖ Summative Evaluation - prior to last work day for teachers

❖ A mini-observation does not have a pre-observation discussion, but will include a post observation informal conversation with the administrator completing the observation
❖ A formal observation requires a pre-observation meeting and a post observation meeting with the teacher completing a self reflection and the administrator a formal classroom observation report
❖ A Plan for Improvement may be initiated at any point of Evaluation/Supervision process.

PERFORMANCE EVALUATION CYCLE

All teachers in the Scappoose School District will be evaluated annually. Each performance evaluation cycle will include self-assessment, goal setting, observations and a written evaluation. The written evaluation will assess teacher performance using the following scale:

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

GOAL SETTING

Teachers will establish a total of three goals. Teachers will set one Professional Practice Goal based on the Danielson Framework For Teaching. The Teacher will be evaluated on the goal using the Danielson rubric as an evaluation instrument.
The teacher will have two student learning goals and identify strategies and measures that will be used to determine goal attainment (see table below). They also specify what evidence will be provided to document progress on each goal:

a) Teachers who are responsible for student learning in tested subjects and grades (i.e., ELA and mathematics in grades 3-8, 11) will use state assessments as one measure (Category 1) and will also select one or more additional measures from Category 2 or 3 that provide additional evidence of

students' growth and proficiency/mastery of the standards, and evidence of deeper learning and 21st century skills.

b) Teachers in non-tested (state test) subjects and grades will use measures that are valid representations of student learning standards from at least two of the following three categories, based on what is most appropriate for the curriculum and students they teach.

Types of Measures for Student Learning and Growth for Teacher Evaluations
From the Oregon Framework for Teacher and Administrator Evaluation and Support Systems, July 2012

MINI-OBSERVATION

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

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

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

A minimum of three (3) mini-observations will occur during the school year to be completed prior to June 1st

FORMAL OBSERVATION PROCESS

Pre-Conference

The supervisor and teacher meet to discuss items of mutual interest concerning the observation. The data collection to be used during the observation will be identified and mutually understood by the supervisor and teacher. The teacher 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 I.

Domain I. Planning and preparation
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 assessment

Observation

During the classroom observation, the supervisor will collect specific data based on the Following 2 Domains and standards.

Domain II. Classroom Environment
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

Domain III. Instruction
3.a Communicating with students
3.b Using questioning and discussion techniques
3.c Engaging students in learning
3.d using assessments in learning
3.e demonstrating flexibility and responsiveness

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

This step must be completed by the teacher prior to the post observation conference with their administrator.

Post Observation Conference

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

Scappoose School District
Standards of Professional Practice and Scoring Rubric

Scappoose Standards of Professional Practice

DOMAIN 1 Planning and Preparation
1.a Demonstrating Knowledge of Content and Pedagogy
Knowledge of content and the structure of content and pedagogy
Knowledge of prerequisite relationships
Knowledge of content related pedagogy
1.b Demonstrating knowledge of students
Knowledge of child and adolescent development
Knowledge of learning process
Knowledge if students' skills and language proficiency
Knowledge of students' interests and cultural heritage
Knowledge of students' special needs
1.c Selecting instructional outcomes
Value, sequence and alignment
Clarity
Balance
Suitability for diverse students
1.d Demonstrating Knowledge of resources
Resources for classroom use
Resources to extend content knowledge and pedagogy
Resources for students
1.e Designing coherent instruction
Learning activities
Instructional materials and resources
Instructional groups
Lesson and unit structure
1.f Designing student assessments
Congruence with instructional outcomes
Criteria and standards
Design of formative assessments
Use for planning
Domain 2: The classroom environment
2.a Creating an environment of respect and rapport
Teacher interaction with students
Student interactions
2.b Establishing a culture for learning
Importance of content
Expectations for learning and achievement
Student pride in work
2.c Managing classroom procedures

	Management of instructional groups	
	Management of transitions	
	Management of materials and supplies	
	Performance of non-instructional duties	
	Supervision of volunteers and paraprofessionals	
2.d	Managing student behavior	
	Expectations	
	Monitoring of student behavior	
	Response to student behavior	
2.e	Organizing physical space	
	Safety and accessibility	
	Arrangement of furniture and use of physical resources	

Domain 3: Instruction

3.a	Communication with students	
	Expectation for learning	
	Directions and procedures	
	Explanations of content	
	Use of oral and written language	
3.b	Using questioning and discussion techniques	
	Quality of questions	
	Discussion techniques	
	Student participation	
3.c	Engaging students in learning	
	Activities and assignments	
	Grouping of students	
	Instructional materials and resources	
	Structure and pacing	
3.d	Using assessment in instruction	
	Assessment criteria	
	Monitoring of student learning	
	Feedback to students	
	Student self assessment and monitoring of progress	
3.e	Demonstrating flexibility and responsiveness	
	Lesson adjustment	
	Response to students	
	Persistence	

Domain 4: Professional Responsibilities

4.a	Reflecting on teaching	
	Accuracy	
	Use in future teaching	
4.b	Maintaining accurate records	
	Student completion of assignments	
	Student progress in learning	
	Non-instructional records	
4.c	Communication with families	
	Information about the instructional program	
	Information about individual students	
	Engagement of families in the instructional program	
4.d	Participation in a professional community	
	Relationships with colleagues	
	Involvement in a culture of professional inquiry	
	Service to the school	
	Participation in school district projects	
4.e	Growing and developing professionally	

	Enhancement of content knowledge and pedagogical skill
	Receptivity to feedback from colleagues
	Service to the profession
4.f Showing professionalism	
	Integrity and ethical conduct
	Service to students
	Advocacy
	Decision making
	Compliance with school and district regulations

Domain 1: Planning and Preparation
Component 1a: Demonstrating Knowledge of Content and Pedagogy

Element	Unsatisfactory	Basic	Proficient	Distinguished
Knowledge of Content and Pedagogy	Teacher makes content errors or does not correct content errors that students make	Teacher displays basic content knowledge but cannot articulate connections with other parts of the discipline or with other disciplines	Teacher displays solid content knowledge and makes connections between the content and other parts of the discipline and other disciplines	Teacher displays extensive content knowledge, with evidence of continuing pursuit of such knowledge
Knowledge of Prerequisite Relationships	Teacher displays little understanding of prerequisite knowledge important for student learning of the content	Teacher indicates some awareness of prerequisite learning, although such knowledge may be incomplete or inaccurate	Teacher's plans and practices reflect understanding of prerequisite relationships among topics and concepts	Teacher actively builds on knowledge of prerequisite relationships when describing instruction or seeking causes for student misunderstanding
Knowledge of Content Related Pedagogy	Teacher displays little understanding of pedagogical issues involved in student learning of the content	Teacher displays basic pedagogical knowledge but does not anticipate student misconceptions	Pedagogical practices reflect current research misconceptions on best pedagogical practice within the discipline but without anticipating student misconceptions	Teacher displays continuing search for best practice and anticipates student

Domain 1: Planning and Preparation
Component 1b: Demonstrating Knowledge of Students

Element	Unsatisfactory	Basic	Proficient	Distinguished
Knowledge of Characteristics of Age Group	Teacher displays minimal knowledge of developmental characteristics of age group	Teacher displays generally accurate knowledge of developmental characteristics of age group	Teacher displays thorough understanding of typical developmental characteristics of age group as well as expectations to general patterns	Teacher displays knowledge of typical developmental characteristics of age group, exceptions to the patterns, and the extent to which each student follows patterns
Knowledge of Students' Varied Approaches to Learning	Teacher is unfamiliar with the different approaches to learning that students exhibit, such as learning styles, modalities, and different "intelligences"	Teacher displays general understanding of the different approaches that enable students to construct meaning	Teacher displays solid understanding of the different approaches to learning that enable students to construct meaning	Teacher uses, where appropriate, knowledge of students' varied approaches to learning in instructional planning
Knowledge of Students' Skills and Knowledge	Teacher displays little knowledge of students' skills and knowledge and does not indicate that such knowledge is valuable	Teacher recognizes the value of understanding students' skills and knowledge but displays this knowledge only for the class as a whole	Teacher displays knowledge of students' skills and knowledge for groups of students and recognizes the value of this knowledge	Teacher displays knowledge of students' skills and knowledge for each student, including those with special needs
Knowledge of Students' Interests and Cultural Heritage	Teacher displays little knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable	Teacher recognizes the value of understanding students' interests or cultural heritage but displays this knowledge only for the class as a whole	Teacher displays knowledge of the interests or cultural heritage of groups of students and recognizes the value of this knowledge	Teacher displays knowledge of the interests or cultural heritage of each student

Domain 1: Planning and preparation
Component 1c: Selecting Instructional Outcomes

Element	Unsatisfactory	Basic	Proficient	Distinguished
Value	Goals are not valuable and represent low expectations or no conceptual under-standing for students. Goals do not reflect important learning	Goals are modestly valuable in either their expectations or conceptual understanding for students and in importance of learning	Goals are valuable in their level of expectations, conceptual understanding, and importance of learning	Not only are the goals valuable, but teacher can also clearly articulate how goals establish high expectations and relate to curriculum frameworks and standards
Clarity	Goals are either not clear or are stated as student activities. Goals do not permit viable methods of assessment	Goals are only moderately clear or include a combination of goals and activities. Some goals do not permit viable methods of assessment	Most of the goals are clear but may include a few activities. Most permit viable methods of assessment	All the goals are clear, written in the form of student learning, and permit viable methods of assessment
Suitability for Diverse Learners	Goals are not suitable for the class	Most of the goals are suitable for most students in the class	All the goals are suitable for most students in the class	Goals take into account the varying learning needs of individual students or groups
Balance	Goals reflect only one type of learning and one discipline or strand	Goals reflect several types of learning but no effort at coordination or integration	Goals reflect several different types of learning and opportunities for integration	Goals reflect student initiative in establishing important learning

Domain 1: Planning and Preparation
Component 1d: Demonstrating Knowledge of Resources

Element	Unsatisfactory	Basic	Proficient	Distinguished
Resources for Teaching	Teacher is unaware of resources available through the school or district	Teacher displays limited awareness of resources available through the school or district	Teacher is aware of all resources and materials through the district	In addition to being aware of school and district resources teacher actively seeks other materials to enhance instruction, for example, from professional organizations or through the community
Resources for Students	Teacher is unaware of resources available to assist students who need them	Teacher displays limited awareness of resources available through the school or district	Teacher is fully aware of all resources available through the school or district and knows how to gain access for students	In addition to being aware of school and district resources, teacher is aware of additional resources through the community

Domain 1: Planning and Preparation
Component 1e: Design Coherent Learning

Element	Unsatisfactory	Basic	Proficient	Distinguished
Learning Activities	Learning activities are not suitable to students or instructional goals. They do not follow an organized progression and so do not reflect recent professional research	Only some of the learning activities are suitable to students or instructional goals. Progression of activities in the unit is uneven and only some activities reflect recent professional research	Most of the learning activities are suitable to student and instructional goals. Progression of activities in the unit is fairly even and most activities reflect recent professional research	Learning activities are highly relevant to the student sand instructional goals. They progress coherently producing a unified whole and reflecting recent professional research
Instructional Materials and Resources	Materials and resources do not support the instructional goals or engage students in meaningful learning	Some materials and resources support the instructional goals and some engage students in meaningful learning	All materials and resources support the instructional goals and most engage students in meaningful learning	All materials and resources support the instructional goals and most engage students in meaningful learning. There is evidence of student participation in selecting or adapting materials
Instructional Groups	Instructional groups do not support the instructional goals and offer no variety	Instructional groups are inconsistent in suitability to the instructional goals and offer minimal variety	Instructional groups are varied as appropriate to the different instructional goals	Instructional groups are varied as appropriate to the different to the different instructional goals. There is evidence of student choice in selecting different patterns of instructional goals
Lesson and Unit Structure	The lesson or unit has no clearly defined structure or the structure is chaotic. Time allocations are unrealistic	The lesson or unit has a recognizable structure although the structure is not uniformly maintained throughout. Most time allocations are reasonable	The lesson or unit has a clearly defined structure that activities are organized around. Time allocations are reasonable	The lesson's or unit's structure is clear and allows for different pathways according to student needs

Domain 1: Planning and Preparation
Component 1f: Assessing Student Learning

Elements	Unsatisfactory	Basic	Proficient	Distinguished
Congruence with instructional Goals	Content and methods assessment lack congruence with instructional goals	Some of the instructional goals are assessed through the proposed approach but many are not	All instructional goals are nominally assessed through the proposed plan but the approach is more suitable to some goals than to others	The proposed approach to assessment is completely congruent with the instructional goals both in content and process
Criteria and standards	The proposed approach contains no clear criteria or standards	Assessment criteria and standards have been developed but they are either not clear or have not been clearly communicated to students	Assessment criteria and standards are clear and have been clearly communicated to students	Assessment criteria and standards are clear and have been clearly communicated to the students. There is evidence that students contributed to the development of the criteria standards
Use for Planning	The assessment results affect planning for these students only minimally	Teacher uses assessment results to plan for the class as a whole	Teacher uses assessment results to plan for individuals and groups of students	Students are aware of how the are meeting the established standards and participate in planning the next steps

Domain 2: The Classroom Environment
Component 2a: Creating an Environment of Respect and Rapport

Element	Unsatisfactory	Basic	Proficient	Distinguished
Teacher Interaction with Students	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher	Teacher-student inter-actions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for the teacher	Teacher-student inter-actions are friendly and demonstrate general warmth, caring, and respect. Such interactions are appropriate to developmental and cultural norms. Students exhibit respect for the teacher	Teacher demonstrates genuine caring and respect for individual students. Students exhibit respect for the teacher as an individual, beyond that for the role
Student Interaction	Student interactions are characterized by conflict, sarcasm, or put-downs	Students do not demonstrate negative behavior toward one another	Student interactions are generally polite and respectful	Students demonstrate genuine caring for one another as individuals and as students.

Domain 2: The Classroom Environment
Component 2b: Establishing a Culture for Learning

Element	Unsatisfactory	Basic	Proficient	Distinguished
Importance of the Content	Teacher or students convey a negative attitude toward content, suggesting that the content is not important or is mandated by others	Teacher communicates importance of the work but with little conviction and only minimally apparent buy-in by the students	Student accept teacher insistence on work of high quality and demonstrate pride in that work	Students demonstrate through their active participation, curiosity and attention to detail that they value the importance of the content
Student Pride in Work	Students demonstrate little or no pride in their work They seem to be motivated by the desire to complete a task rather than do high quality work	Students minimally accept the responsibility to "do good work" but invest little of their energy in the quality of the work	Students accept teacher insistence on work of high quality and demonstrate pride in that work	Students take obvious pride in their work and initiate improvement sin it; by revising drafts on their own initiative, helping and ensuring that high quality work is displayed
Expectations for Learning and Achievement	Instructional goals and activities, interactions and the classroom environment convey only modest expectations for students achievement	Instructional goals and activities, interactions and the classroom environment convey inconsistent expectations for student achievement	Instructional goals and activities, interactions and the classroom environment convey high expectations for student achievement	Both students and teacher establish and maintain through planning of learning activities , interactions and the classroom environment, high expectations for the learning of all students

Domain 2: The Classroom Environment
Component 2c: Managing Classroom Procedures

Element	Unsatisfactory	Basic	Proficient	Distinguished
Management of Instructional Groups	Students are not working with teacher and are not productively engaged	Tasks for group work are partially organized resulting in some off-task behavior when the teacher is involved with one group	Task for group work are organized and groups are managed so most students are engaged at all times	Groups working independently and are productively engaged at all time with students assuming responsibility for productivity
Management of Transitions	Much time is lost during transitions	Transitions are sporadically efficient resulting in some loss of instructional time	Transitions occur smoothly with little loss of instructional time	Transitions are seamless with students assuming some responsibility for efficient operation
Management of Materials and Supplies	Materials are handled inefficiently resulting in loss of instructional time	Routines for handling materials and supplies function moderately well	Routines for handling materials and supplies occur smoothly with little loss of instructional time	Routines for handling materials and supplies are seamless with students assuming some responsibility for efficient operation
Performance of Non-instructional Duties	Considerable instructional time is lost in performing non-instructional duties	Systems of performing non-instructional duties are fairly efficient, resulting in little loss of instructional time	Efficient systems for performing non-instructional duties are in a place resulting in minimal loss of instructional time	Systems for performing non-instructional duties are well established with students assuming considerable responsibility for efficient operation
Supervision of Volunteer and Classroom Assistants	Volunteers and classroom assistants have no clearly defined duties or do nothing most of the time	Volunteers and classroom assistants are productively engaged during portions of the class but require frequent supervision	Volunteers and classroom assistants are productively and independently engaged during the entire class period	Volunteer and classroom assistants make a substantive contribution to the classroom environment

Domain 2: The Classroom Environment
Component 2d: Managing student Behavior

Element	Unsatisfactory	Basic	Proficient	Distinguished
Expectations	No standards of conduct appear to have been established, or students are confused as to what the standards are	Standards of conduct appear to have been established for most situations and most students seem to understand them	Standards of conduct are clear to all students	Standards of conduct are clear to all students and appear to have been developed with student participation
Monitoring of Student Behavior	Student behavior is not monitored and the teacher is unaware of what students are doing	Teacher is generally aware of student behavior but may miss the activities of some students	Teacher is alert to student behavior at all times	Monitoring by the teacher is subtle and preventative. Students monitor their own and their peers' behavior, correcting one another respectfully
Response to Student Behavior	Teacher does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the students' dignity	Teacher attempts to respond to student misbehavior but with uneven results, or no serious disruptive behavior occurs	Teacher response to misbehavior is appropriate and successful and respects the students' dignity, or behavior is generally appropriate	Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate

Domain 2: The Classroom Environment
Component 2e: Organizing Physical Space

Element	Unsatisfactory	Basic	Proficient	Distinguished
Safety and Arrangement of Furniture	The classroom is unsafe or the furniture arrangement is not suited to the lesson activities, or both	The classroom is safe and classroom furniture is adjusted for a lesson, or if necessary, a lesson is adjusted to the furniture, but with limited effectiveness	The classroom is safe and the furniture arrangement is a resource for learning activities	The classroom is safe and students adjust the furniture to advance their own purposes in learning
Accessibility to Learning and Use of Physical Resources	Teacher uses physical resources poorly, or learning is not accessible to some students	Teacher uses physical resources adequately and at least essential learning is accessible to all students	Teacher uses physical resources skillfully and all learning is equally accessible to all students	Both teacher and students use physical resources optimally and students ensure that all learning is equally accessible to all students

Domain 3: Instructions
Component 3a: Communicating Clearly and Accurately

Element	Unsatisfactory	Basic	Proficient	Distinguished
Directions and Procedures	Teacher directions and procedures are confusing to students	Teacher directions and procedures are clarified after initial student confusion or are excessively detailed	Teacher directions and procedures are clear to students and contain an appropriate level of detail	Teacher directions and procedures are clear to students and anticipate possible student misunderstanding
Oral and Written Language	Teacher's spoken language is inaudible and/or written language is illegible. Spoken or written language may contain many grammar and syntax errors. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused	Teacher's spoken language is audible and written language is legible. Both are used correctly. Vocabulary is correct but limited	Teacher's spoken and written language is clear and correct. Vocabulary is appropriate to students' age and interests	Teacher's spoken and written language is correct and expressive, with well chosen vocabulary that enriches the lesson

Domain 3: Instructions

Component 3b: Using question and Discussion Techniques

Element	Unsatisfactory	Basic	Proficient	Distinguished
Quality Questions	Teacher's questions are virtually all of poor quality	Teacher's questions are a combination of low and high quality. Only some invite a response	Most of teacher's questions are of high. Adequate time is available for students to respond	Teacher's questions are of uniformly high quality, with adequate time for students to respond Students formulate many questions
Discussion Techniques	Interaction between teacher and students is predominately recitation style, with teacher mediating all questions and answers	Teacher makes some attempt to engage students in a true discussion with uneven results	Classroom interactions represents true discussion with teacher stepping in when appropriate	Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions
Student Participation	Only a few students participate in discussion	Teacher attempts to engage all students in the discussion, but with only limited success	Teacher successfully engages all students in the discussion	Students themselves ensure that all voices are heard in the discussion

Domain 3: Instructions
Component 3c: Engaging Students in Learning

Element	Unsatisfactory	Basic	Proficient	Distinguished
Dissemination of Content	Dissemination of content is inappropriate and unclear or uses poor examples and analogies	Dissemination of content is inconsistent in quality; Some is done skillfully with good examples; other portions are difficult to follow	Dissemination of content is appropriate and links well with students' knowledge and experience	Dissemination of content is appropriate and links well with students' knowledge and experience. Students contribute to dissemination of content
Instructional Activities and Assignments	Instructional activities and assignments are inappropriate for students in terms of their age or back-grounds. Students are not engaged mentally	Some instructional activities and assignments are appropriate to students and engage them mentally, but others do not	Most instructional activities and assignments are appropriate to students. Almost all students are cognitively engaged in them	All students are cognitively engaged in the instructional activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance understanding
Grouping of Students	Instructional groups are inappropriate to the students or to the instructional goals	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the instructional goals of a lesson	Instructional groups are productive and fully appropriate to the students or to the instructional goals of a lesson	Instructional groups are productive and fully appropriate to the instructional goals of a lesson. Students take the initiative to influence instructional groups to advance their understanding
Instructional Materials and Resources	Instructional materials and resources are unsuitable to the instructional goals or do not engage students mentally	Instructional materials and resources are partially suitable to the instructional goals or students' level of mental engagement is moderate	Instructional materials and resources are partially suitable to the instructional goals and engage students mentally	Instructional materials and resources are suitable to the instructional goals and engage students mentally. Students initiate the choice, adaptations, or creation of materials to enhance their own purposes
Structure and Pacing	The lesson has no clearly defined structure or the pacing of the lesson is too slow or rushed	The lesson has a recognizable structure although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent	The lesson has a recognizable structure around which the activities are organized. Pacing of the lesson is consistent	The lesson structure is highly coherent, allowing for reflection and closure as appropriate. Pacing of the lesson is appropriate for all students

Domain 3: Instructions
Component 3d:

Element	Unsatisfactory	Basic	Proficient	Distinguished
Quality Accurate, Substantive, Constructive, and Specific	Feedback is either not provided or is of uniformly poor quality	Feedback is inconsistent in quality Some elements of high quality are present but not others	Feedback is consistently high quality	Feedback is consistently high quality Provision is made for students to use feedback in their learning
Timeliness	Feedback is not provided in a timely manner	Timeliness of feedback is inconsistent	Feedback is consistently provided in a timely manner	Feedback is consistently provided in a timely manner. Students make prompt use of feedback in their learning

Domain 3: Instructions
Component 3e: Demonstrating Flexibility and Responsiveness

Elements	Unsatisfactory	Basic	Proficient	Distinguished
Lesson Adjustment	Teacher adheres rigidly to an instructional plan even when a change will clearly improve a lesson	Teacher attempts to adjust a lesson with mixed results	Teacher makes minor adjustments to a lesson and the adjustment occurs smoothly	Teacher successfully makes a major adjustment to a lesson
Response to Students	Teacher ignores or brushes aside students' questions or interests	Teacher attempts to accommodate students' questions or interests The effect on the coherence of a lesson	Teacher successfully accommodates students' questions or interests	Teacher seizes a major opportunity to enhance learning building on a spontaneous event
Persistence	When a student has difficulty learning the teacher either gives up or blames the student or the environment for the students lack of success	Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to use	Teacher persists in seeking approaches for students who have difficulty learning possessing a moderate repertoire of strategies	Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources from the school

Domain 4: Professional Responsibilities
Component 4a: Reflecting on Teaching

Element	Unsatisfactory	Basic	Proficient	Distinguished
Accuracy	Teacher does not know if a lesson was effective or achieved its goals or profoundly misjudges the success of a lesson	Teacher has a generally curate impression of a lesson's effectiveness and the extent to	Teacher makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its goals and can cite general references to support the judgment	Teacher makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieve its goals, citing many specific examples from the lesson and weighing the relative strength of each
Use in Future	Teacher has no suggestions for how a lesson may be improved another time	Teacher makes general suggestions about how a lesson maybe improved	Teacher makes a few specific suggestions of what could be tried to improve a lesson another time	Drawing on extensive repertoire of skills the teacher offers specific alternate actions complete with probable successes of different approaches

Domain 4: Professional Responsibilities
Component 4b: Maintaining Accurate Records and Non-Instructional Tasks

Element	Unsatisfactory	Basic	Proficient	Distinguished
Student Completion of Assignments	Teacher's system for maintaining completion of assignments is in disarray	Teacher's system for maintain information on student completion of assignment sis rudimentary and only partially effective	Teacher's system for maintaining information on student completion of assignments is fully effective	Teacher's system for maintaining information on student completion of assignments is fully effective. Students participate in the maintenance of records
Student Progress in Learning	Teacher has no system for maintaining information on student progress in learning or the system is in disarray	Teacher's system for maintaining information on students progress in learning is rudimentary and partially effective	Teacher's system for maintaining information on student progress in learning is effective	Teacher's system for maintaining information on student progress in learning is effective. Students contribute information and interpretation of the records
Non-Instructional Task	Teacher's records for non-instructional tasks are in disarray resulting in errors and confusion	Teacher's records for non-instructional tasks are adequate but they require frequent monitoring to avoid error	Teacher's records for non-instructional tasks are effective	Teacher's records for non-instructional tasks are highly effective

Domain 4: Professional Responsibilities
Component 4c: Communicating with Families

Element	Unsatisfactory	Basic	Proficient	Distinguished
Information about the Instructional Program	Teacher provides little information about the instructional program to families	Teacher participates in the school's activities for parent communication but offers little additional information	Teacher provides frequent information to parents as appropriate about het instructional program	Teacher provides frequent information to parents as appropriate about the instructional program Students participate in preparing the information
Information About Individual Students	Teacher provides minimal information to parents and does not respond or responds insensitively to parent concerns about students	Teacher adheres to the school's required procedures for communication to parents. Responses to parent concerns are minimal	Teacher communicates with parents about student's progress on a regular basis and is able as needed to respond to parent concerns	Teacher provides information to parents frequently on both positive and negative aspects of student progress. Response to parent concerns is handled with great sensitivity.
Engagement of the Families in the Instructional Program	Teacher makes no attempt to engage families in the instructional program or such attempts are inappropriate	Teacher makes a modest and inconsistently successful attempts to engage families in the instructional program	Teacher's efforts to engage families n the instructional program are frequent and successful	Teacher's efforts to engage families in the instructional program are frequent and successful. Students contribute ideas for projects that will be enhanced by family participation

Domain 4: Professional Responsibilities
Component 4d: Contributing to the School and the District

Element	Unsatisfactory	Basic	Proficient	Distinguished
Relationship with Colleagues	Teacher's relationships with colleagues are negative or self-serving	Teacher maintains cordial relationships with colleagues to fulfill the duties that the school or district requires	Support and cooperation characterized relationships with colleagues	Support and cooperation characterized relationships with colleagues. Teacher takes initiative in assuming leadership among the faculty
Service to the School	Teacher avoids becoming involved in school events	Teacher participates in school events required by contract or when specifically asked	Teacher volunteers to participate in school events making a substantial contribution	Teacher volunteers to participate in school events making a substantial contribution and assumes a leadership role in at least some aspect of school life
Participation in School and District Projects	Teacher avoids becoming involved in school and district projects	Teacher participates in school and district projects as required by contract or when specifically asked	Teacher volunteers to participate in school and district projects making a substantial contribution	Teacher volunteers to participate in school and district projects making a substantial contribution, and assuming a leadership role in a major school or district project

Domain 4: Professional Responsibilities
Component 4e: Growing and Developing Professionally

Element	Unsatisfactory	Basic	Proficient	Distinguished
Enhancement of Content Knowledge and Pedagogical Skills	Teacher engages in no professional development activities to enhance skill or knowledge	Teacher participates in professional activities to a limited extent when they are convenient	Teacher seeks out opportunities for professional development to enhance content knowledge and pedagogical skill	Teacher seeks out opportunities for professional development and makes a systematic attempt to conduct action research in the classroom
Receptivity to Feedback from Colleagues	Teacher resists feedback on teaching from supervisor or colleagues	Teacher engages in a limited way with colleagues and supervisors	Teacher actively engages with colleagues and supervisors including feedback	Teacher seeks out and engages with staff and supervisors at a high levels
Service to Profession	Teacher makes no effort to share knowledge with others or assume professional responsibilities	Teacher finds limited ways to contribute to the profession	Teacher participates actively in assisting other educators	Teacher initiates important activities to contribute to the profession, such as mentoring new teachers writing articles for publication and making presentations

Domain 4: Professional Responsibilities
Component 4f: Showing Professionalism

Element	Unsatisfactory	Basic	Proficient	Distinguished
Service to students	Teacher is not alert to students' needs	Teacher attempts to serve students are inconsistent	Teacher is moderately active in serving students	Teacher is highly proactive in serving students seeking out resources when necessary
Advocacy	Teacher contributes to practices that result in students being poorly served by the school	Teacher does not knowingly contribute to some students who are being poorly served	Teacher works within the context of a particular team or department to ensure all students receive a fair opportunity for success	Teacher makes particular effort to challenge negative attitudes and helps ensure that all students particularly those traditionally underserved, are honored in the school
Decision Making	Teacher makes decisions based on self-serving interests	Teacher's decision are based on limited though genuinely professional considerations	Teacher maintains an open mind and participates in team or departmental decision making	Teacher takes a leadership role in team or departmental decision making and helps ensure that such decisions are based on the highest professional standards

Aligned Professional Development Plan

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

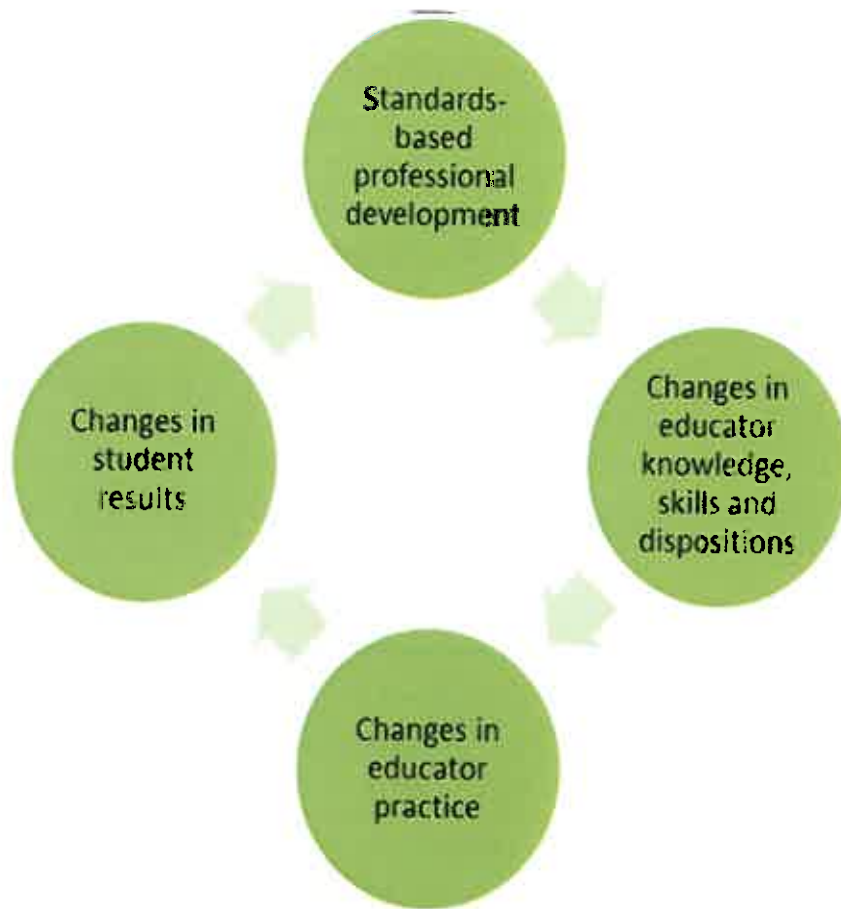| Standards for Professional Development |
|---|
| Professional development that increases educator effectiveness and raises student achievement includes… |
| **Learning Communities:** The Scappoose School District (SSD) is committed to maintaining Professional Learning Communities (PLC). Our Professional Learning Communities apply cycles of continuous improvement including: creation of common assessments, analysis of data to determine student and educator learning needs, review and implementation of evidence based strategies. |
| **Leadership:** SSD has established leadership roles and responsibilities for teachers with an overall rating of proficient or exemplary. These roles include, but are not limited to: PLC leaders, mentors, learning walk leaders, book study leaders, professional development facilitators and data-driven decision making teams who support district initiatives. These teacher leaders will work in collaboration with all levels of the SSD administrative team to develop capacity, advocate and create support systems for professional development. |
| **Resources:** Professional development increases educator effectiveness through human, fiscal, material, technology, and time resources to achieve student growth goals.

Resource allocation is decided through student and educator learning needs to achieve intended outcomes of written goals. SSD is committed to prioritizing the resources to increase educator effectiveness.

Resources in SSD include: after-school meetings, Professional Learning Communities, in-district credits, tuition reimbursement, mentoring, job imbedded prep times and technology resources, such as, online student grading and online teacher evaluation.

SSD uses recommendations from leadership stakeholders to examine, adjust, or change coordinated resources that affect professional development. |
| **Data:** Evaluation data and results from common assessments collected throughout the year will be used to assess student growth goal progress. Multiple measures will be used to evaluate a teacher's professional practice, professional responsibility and impact on student growth. Professional needs should have links to current student data as well as the results of the previous year's evaluation deficits. Teachers will reflect upon this data when completing their self-assessment at the beginning and end of the school year.

Data about students, educators and systems will be used in SSD to drive plans for professional development. The areas of greatest deficit will be identified by a professional development leadership team and used to create a district-wide professional development plan for the following year.

Data will be collected on the effectiveness of professional development opportunities through internal and external evaluations and links to increased educator effectiveness and raised student achievement. |
| **Learning Designs:** Integrating theories, research, and human learning models into planning and design will increase effectiveness of professional development. |

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

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

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

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

Adapted from *Learning Forward Standards for Professional Learning*
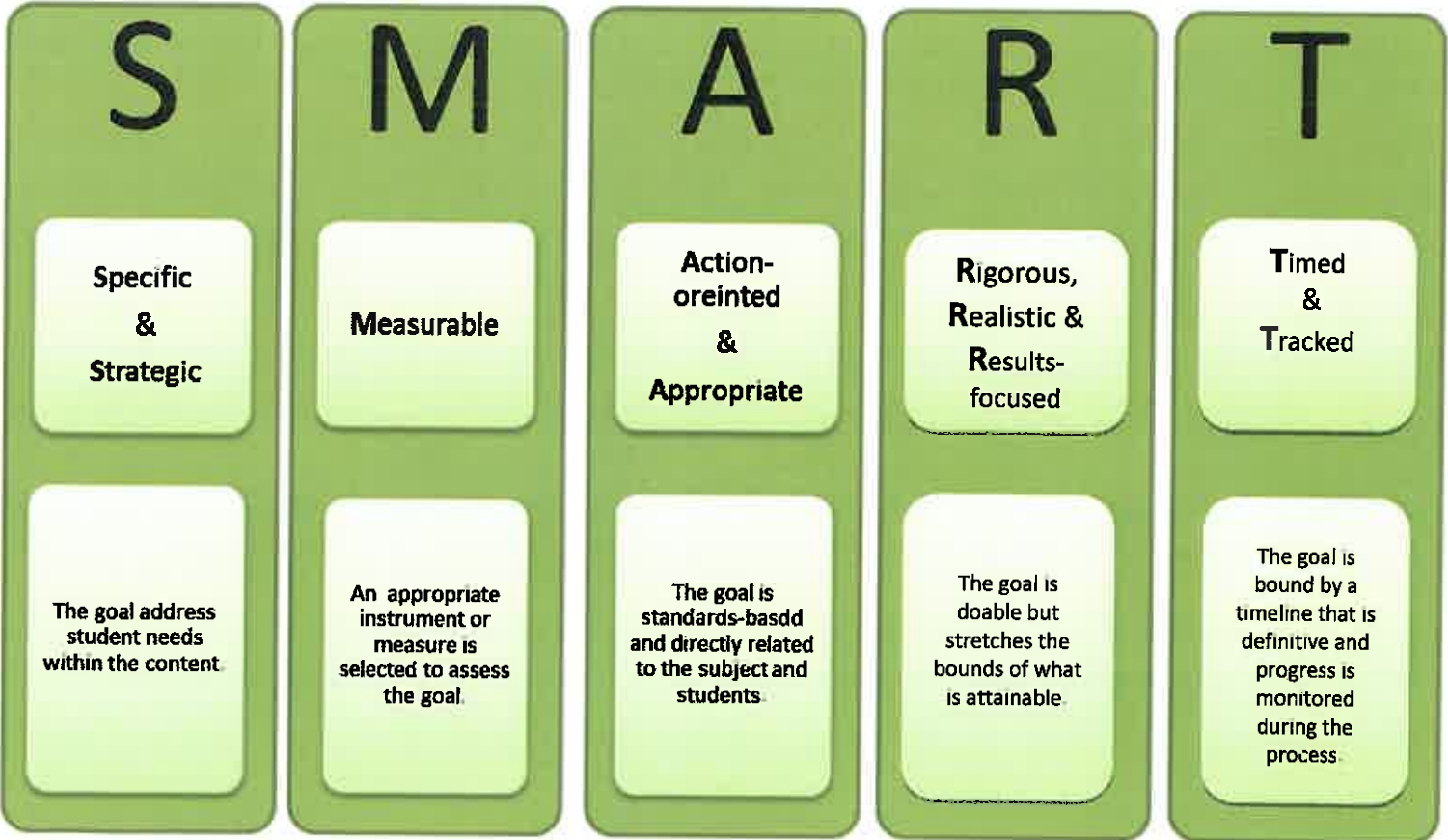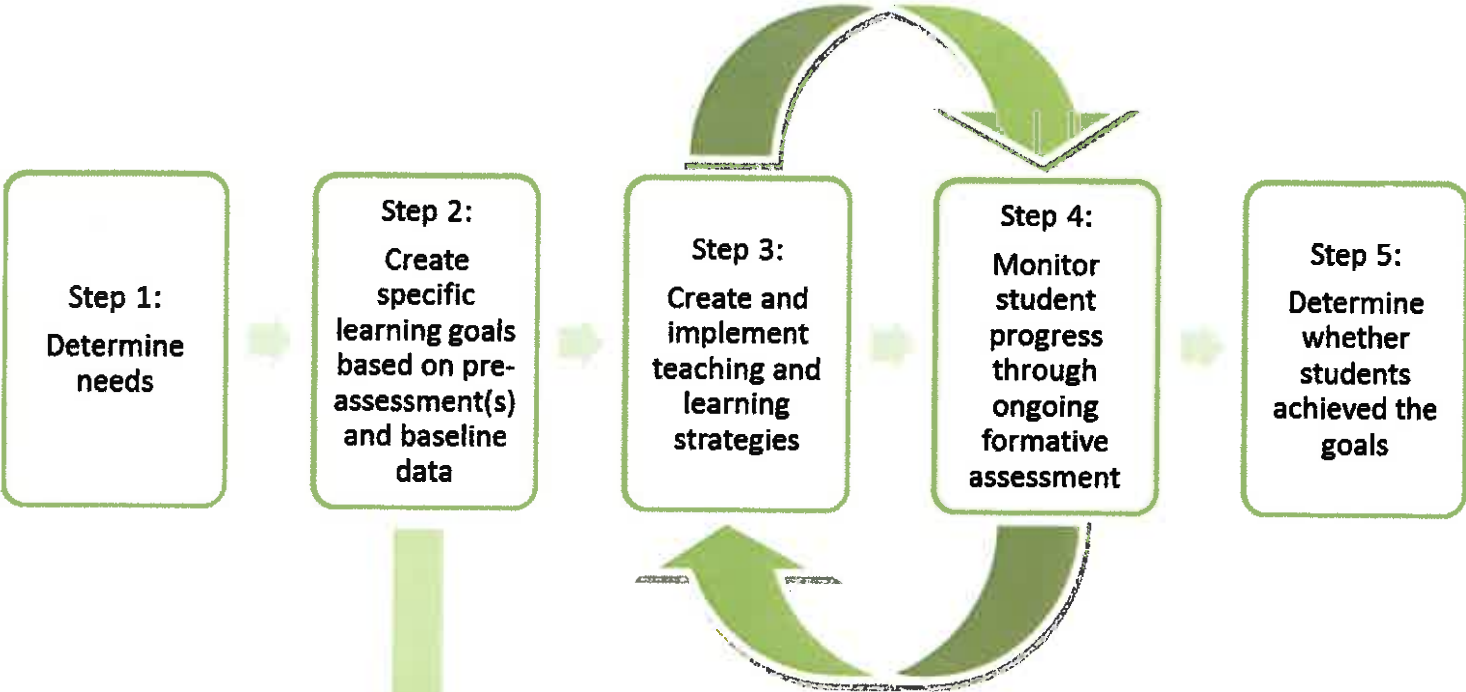
Standards-based professional development

Changes in educator knowledge, skills and dispositions

Changes in educator practice

Changes in student results

Forms

Forms for teacher use are available in TalentEd.

Step-by Step **SMART** Goal Setting

Step 1: Determine needs

Step 2: Create specific learning goals based on pre-assessment(s) and baseline data

Step 3: Create and implement teaching and learning strategies

Step 4: Monitor student progress through ongoing formative assessment

Step 5: Determine whether students achieved the goals

S

Specific & Strategic

The goal address student needs within the content

M

Measurable

An appropriate instrument or measure is selected to assess the goal

A

Action-oreinted & Appropriate

The goal is standards-basdd and directly related to the subject and students

R

Rigorous, Realistic & Results-focused

The goal is doable but stretches the bounds of what is attainable

T

Timed & Tracked

The goal is bound by a timeline that is definitive and progress is monitored during the process

Student Growth Goal Checklist

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

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

DOCUMENTATION OF PROFESSIONAL DEVELOPMENT

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

List Professional Development Activities	Date Completed	Domain(s)	Number of PDU's

Domains
1=Learning Communities
2=Leadership
3=Resources
4=Data
5=Learning Designs
6=Implementation
7=Outcomes
For more info concerning domains, see OAR584-090-0110

Notes
One clock hour =one PDU
One quarter hour college credit =20 PDU
One semester hour of college credit=30 PDU

Minimum Number Required
75 for final 3-year licenses
125 for final 5-year licenses
30 for Subs and restricted sub (by2015)