Professional Growth and Evaluation Handbook for Licensed Staff 2018-2019

4th Revision

References

Rogue River's Teacher Evaluation Rubric is based on the work of Kim Marshall. This is a "revised Marshall rubric," as Marshall's original work consists of 60 indicators.

Marshall, K. (2009). *Rethinking Teacher Supervision and Evaluation: How to Work Smart, Build Collaboration, and Close the Achievement Gap.* San Francisco, CA: Jossey-Bass.

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Additional pages are contained in the Appendices in the accompanying section with all the forms and fillable tools necessary for this Evaluation Process. There is an additional Table of Contents in the front of the Appendices.

Timeline for Teacher Evaluation

Timeline	Probationary Year	Formative Year	Summative Year

By End of First Quarter	• Self-Reflection completed
	• Begin development of SMART Goals
	  o 2 Student Learning Goals (SLGs)
	  o 1 Professional Practice Goal (PPG)
	• SMART Goals Complete
	• Goal Conference #1 is Completed;
		• Self-Reflection completed
		• Begin development of SMART Goals
		  o 2 Student Learning Goals (SLGs)
		  o 1 Professional Practice Goal (PPG)
		• SMART Goals Complete
		• Goal Conference #1 is Completed;
			• Self-Reflection completed
			• Begin development of SMART Goals
			  o 2 Student Learning Goals (SLGs)
			  o 1 Professional Practice Goal (PPG)
			• SMART Goals Complete
			• Goal Conference #1 is Completed;

By the End of Second Quarter	• Mid-Year Goals Conference/Review on SLGs & PGG; reset direction if needed based upon data or review;	• Mid-Year Goals Conference/Review on SLGs & PGG; reset direction if needed based upon data or review;	• Mid-Year Goals Conference/Review on SLGs & PGG; reset direction if needed based upon data or review;
By the End of Third Quarter	• Minimum of 2 Mini-Observations with at least 1 Teacher Reflection and Follow-up Conversation completed; • Probationary Teacher Formal Observation completed; • Teacher checks personal progress on SMART Goals;	• Minimum of 2 Mini-Observations with at least 1 Teacher Reflection and Follow-up Conversation completed; • No Formal Observation required unless requested by teacher or administrator; • Teacher checks personal progress on SMART Goals;	• Minimum of 2 Mini-Observations with at least 1 Teacher Reflection and Follow-up Conversation completed; • No Formal Observation required unless requested by teacher or administrator; • Teacher checks personal progress on SMART Goals;

| By End of Fourth Quarter | • Minimum of 1 additional Mini-Observation completed with at least 1 Teacher Reflection and Follow-up Conversation completed;

• Evaluator will meet with teacher to complete final Summative Evaluation, including End-of-Year Goals Conference. | • Minimum of 1 additional Mini-Observation completed with at least 1 Teacher Reflection and Follow-up Conversation completed;

• End-of-Year Goals Conference completed. | • Minimum of 1 additional Mini-Observation completed with at least 1 Teacher Reflection and Follow-up Conversation completed;

• Evaluator will meet with teacher to complete final Summative Evaluation, including End-of-Year Goals Conference. |

Informal walk-through observations are-embedded throughout the year.

In addition:

- At any time a teacher may request a meeting with their evaluator to discuss any feedback.
- A teacher may invite District support personnel to observe meetings with the teacher and their evaluator (e.g.: Mentor Teacher, Instructional Coach, PLT Leader, etc.).
- Timeline may be modified as needed within State guidelines.
- Based upon review and evaluation, a teacher will be supported for instructional improvement. The teacher will receive ongoing support in the form of Instructional Coach, Mentor Teacher, Professional Development and/or Program of Assistance for Improvement.

RRSD Comprehensive Teacher Evaluation System

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

(1) Standards of Professional Practice	(2) Differentiated Performance Levels	(3) Multiple Measures	(4) Evaluation and Professional Growth Cycle	(5) Aligned Professional Learning
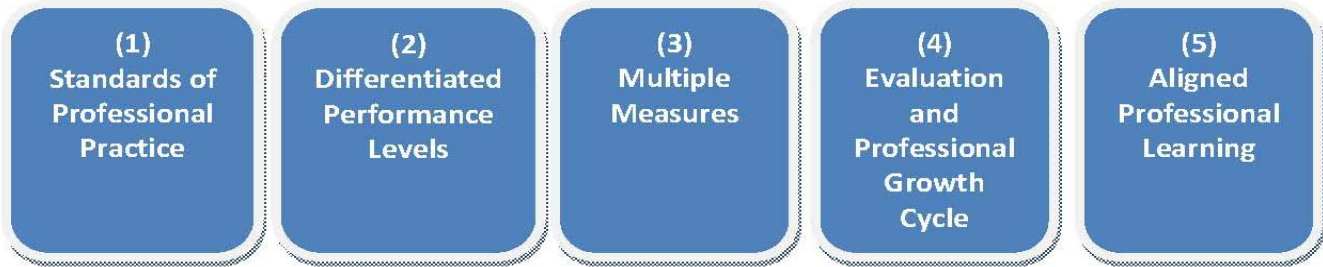
These five required elements defined below establish the parameters for local evaluation and support systems. The Oregon Framework describes the state criteria for each of these elements. Districts must align their systems to these elements but have local flexibility in their design and implementation. Local systems must meet or exceed the state criteria for evaluation and support systems.

1. **Standards of Professional Practice.** The state adopted Model Core Teaching Standards and Educational Leadership/Administrator Standards define what teachers and administrators should know and be able to do to ensure that every student is ready for college, careers, and engaged citizenship in today's world.

2. **Differentiated (4) Performance Levels.** Districts select a rubric to evaluate teacher and administrator performance on the standards of professional practice measured on four performance levels. Each level is defined as follows: Level 1=does not meet standards; Level 2 = progress toward meeting standards; Level 3=meets standards; Level 4=exceeds standards.

3. **Multiple Measures**. Multiple sources of data are used to measure teacher and administrator performance on the Standards of Professional Practice, including evidence from: professional practice, professional responsibilities, and student learning and growth.

4. **Evaluation and Professional Growth Cycle**. Teachers and administrators are evaluated on a regular cycle of continuous improvement which includes self-reflection, goal setting, observations, formative assessment, and summative evaluation. The **Oregon Matrix Model** is used for the summative evaluation. The matrix model combines measures for professional practice (PP) and professional responsibilities (PR) and student learning and growth (SLG). The Y-axis represents the performance level for PP/PR, and the X-axis represents the performance level for SLG. The educator's Professional Growth Plan and overall summative performance level are determined by the intersection of the Y- and X-axes.

5. **Aligned Professional Learning**. Relevant professional learning opportunities to improve professional practice and impact on student learning are aligned to the teacher's or administrator's evaluation and his/her need for professional growth.

Oregon Department of Education, 4/21/14

Rogue River School District #35 Performance Evaluation Rubric

#	Domain: Standard	Highly Effective	Effective	Area for Growth	Does Not Meet
1.1 A	Planning and Preparation for Learning: **Long Range Planning and Alignment to Standards**	Has a detailed plan for the year that is closely aligned with state standards and assessments.	Has outlined a plan for the year that is closely aligned with state standards and assessments.	Has evidence of some planning about how to cover standards and assessments requirements.	Plans lesson by lesson and has little familiarity with state standards and assessments.
1.2 A	Planning and Preparation for Learning: **Unit and Lesson Planning**	Consistently plans units backwards and designs unit lessons with clear measurable goals closely aligned with standards and outcomes using Essential Elements of Instruction, district approved curricula materials as well other research-based strategies.	Plans most units backwards and designs lessons based on long range plans that include measurable objectives, Essential Elements of Instruction, district approved curricula materials as well other research-based strategies.	Plans lessons with some alignment to larger goals and objectives and plans lessons with unit goals in mind. District-approved curriculum may or may not be used.	Teaches with little or no consideration for long-range curriculum goals. Lessons are planned primarily for entertaining students or for covering textbook chapters.
1.3 A	Planning and Preparation for Learning: **Assessment**	Consistently prepares and designs a variety of formative and summative assessments to monitor and measure student learning of the standards.	Plans formative and summative assessments to monitor and measure student learning of the standards.	Drafts unit assessments as instruction proceeds. Little or no evidence of monitoring and/or measuring is evident.	Writes final assessments shortly before they are given. Monitoring and/or measuring is not evident.
1.4 O	**Planning and Preparation for Learning: Working with Teams**	**Consistently and actively engages/contributes to the team in planning units and assessments, sharing teaching ideas, looking at student work, and utilizing data to change instruction.**	**Regularly collaborates with colleagues to plan units and assessments, share teaching ideas, and look at student work.**	**Meets regularly with colleagues with limited contributions.**	**Meets infrequently with colleagues and is not open to collaboration.**
2.5 O	**Classroom Management: Expectations**	**Is direct, specific, consistent, and tenacious in communicating, modeling, and enforcing very high expectations.**	**Clearly communicates, models, and consistently enforces high standards for student behavior.**	**Announces and posts classroom rules and consequences. Does not consistently teach or model expectations.**	**Inconsistent with rules and consequences throughout the year.**
2.6 O	**Classroom Management: Relationships/ Respect**	**Tenaciously utilizes a wide range of strategies to connect and to build a trusting relationship with students. Consistently and objectively manages inappropriate student behavior while maintaining the dignity of the student. Disruption of learning is extremely rare and handled promptly and appropriately.**	**Is fair and respectful toward students and builds positive relationships. Builds a culture of respect within the learning classroom by utilizing positive reinforcement strategies while maintaining the dignity of the student. Disruptions are kept to a minimum.**	**Fairness and respect towards students is inconsistent. Builds positive, respectful relationships with some. Disruptions are not kept to a minimum.**	**Is sometimes unfair and disrespectful to the class; plays favorites. Is not respected by students and the classroom is frequently chaotic and sometimes dangerous.**
2.7 O	Classroom Management: **Socio-emotional**	Uses a wide variety of strategies that successfully develop positive interactions and social-emotional skills.	Fosters positive interactions among students and teaches useful social skills. Provides opportunities for student growth	Sometimes interacts negatively with students. Sometimes uses	Interacts negatively with students on regular basis. Lacks constructive

		Opportunities for student growth in decision-making, leadership skills, and responsible behavior are integral.	in decision-making, leadership skills, and responsible behavior.	constructive discipline and re-direction techniques.	discipline and re-direction techniques.
2.8 O	**Classroom Management: Routines and Efficiency**	**Successfully instills class routines so that students maintain them throughout the year. Uses coherence, pacing and smooth transitions to get the most out of every minute.**	**Teaches routines and has students maintain them all year. Maximizes academic learning time through coherence, pacing, and smooth transitions.**	**Inconsistently trains students in class routines, and/or many of the routines are not maintained. Sometimes loses teaching time due to lack of clarity, ineffective pacing, interruptions, and inefficient transitions.**	**Does not teach routines. Loses a great deal of instructional time because of confusion, interruptions, and ragged transitions. May blame students for management issues.**
3.9 O	Delivery of Instruction: **Knowledge of Content**	Consistently demonstrates expertise in content areas.	Demonstrates thorough knowledge of content areas.	Somewhat familiar with the knowledge of content areas.	Little familiarity with the subject matter and few ideas of how to teach it and how students learn.
3.10 O	Delivery of Instruction: **Knowledge of Students**	Consistently demonstrates a strong command of child development and student learning theory.	Demonstrates a firm understanding of child development and student learning theory.	Rarely demonstrates understanding of child development and student learning theory.	Lacks understanding of child development and student learning theory.
3.11 O	Delivery of Instruction: **Mindset**	Consistently teaches students to be resilient learners who learn from mistakes and are persistent problem solvers.	Emphasizes persistence and effective effort.	Minimal effort in teaching persistence and effective effort.	Communicates a "fixed" mindset about ability: some students have it, some don't.
3.12 O	**Delivery of Instruction: Engagement**	**Consistently facilitates cognitively demanding tasks in which students are actively involved.**	**Facilitates cognitively demanding tasks in which students are actively involved.**	**Inconsistently attempts to get students actively involved and/or activities require low cognitive demand.**	**Mostly lectures to disengaged students or has them completing activities with low cognitive demand.**
3.13 O	**Delivery of Instruction: Student Learning Targets**	**Evidence of the learning target(s) is consistently observable because the teacher has communicated and evaluated target(s). The students know and demonstrate exactly what is expected.**	**Gives students a clear sense of purpose by communicating the unit and lesson target(s).**	**Inconsistently tells students the target(s) for the unit or lesson.**	**Begins lessons without giving students a sense of where instruction is headed.**
3.14 O	**Delivery of Instruction: Connections, Application and Transitions**	**Elicits students' interest and makes connections to prior knowledge, experience, and reading. Consistently has students summarize and internalize what they learn and apply it to multiple situations as well as contexts. Logical and relevant transitions.**	**Activates students' prior knowledge and hooks their interest in each unit and lesson. Have students synthesize what they have learned and apply it in a different context. Transitions maintain students' focus.**	**Somewhat successful in hooking students' interest and relating to students' prior knowledge. Sometimes brings closure to lessons and asks students to think about applications. Inconsistent transitions.**	**Rarely hooks students' interest or makes connections to their lives. Moves on at the end of each lesson without closure or application or transitions.**
3.15 O	Delivery of Instruction: **Clarity**	Consistently presents material explicitly, with relevant, well-chosen examples and vivid and accurate language for student age and stages of development.	Uses clear explanations, accurate language and relevant examples to present material	Sometimes uses language and explanations that are vague, confusing, or inaccurate for student age and stages of development.	Often presents material in an incomplete way, using language that confuses the student.

3.16 O	Delivery of Instruction: **Repertoire (variety of instruction)**	Orchestrates highly effective strategies, materials, technology and groupings to involve and motivate students.	Implements effective strategies, materials, technology and groupings to foster student learning.	Uses a limited range of effective strategies, materials, technology and groupings.	Uses minimal and/or ineffective strategies, technology, and types of materials and fails to reach most students.
3.17 O	Delivery of Instruction: **Differentiation**	Successfully reaches all students by skillfully differentiating and scaffolding rate and level of learning.	Provides appropriate, differentiated activities that accommodate most students' rate and level of learning.	Attempts to differentiate and to accommodate students' rate and level of learning with mixed success.	Fails to differentiate instruction for students' rate and level of learning.
4.18 O	Monitoring, Assessment, and Follow-Up in the Classroom: **Criteria and Recognition**	Consistently teaches clear criteria for proficiency, including rubrics and exemplars. Students apply the criteria to their own work and can give constructive feedback to their peers. Teacher regularly acknowledges and celebrates students' work and uses it to motivate and direct efforts.	Teaches clear criteria for proficiency, including rubrics and exemplars. Teacher helps learners understand and identify quality work. Uses criteria and feedback to motivate and direct effort. Celebrates their progress with respect to standards.	Tells students some of the qualities that their finished work should exhibit. Provides some student work as an example to others.	Expects students to know (or figure out) what it takes to be proficient. May or may not provide examples.
4.19 O	**Monitoring, Assessment, and Follow-Up in the Classroom: Formative Assessment**	**Consistently uses a variety of effective methods to monitor student learning, check for understanding, immediately unscramble confusion, clarify content, and challenge all students.**	**Uses effective methods to monitor student learning, check for understanding, unscramble confusion, clarify content, and challenge all students.**	**Checks for understanding during instruction.**	**Uses ineffective methods ("Is everyone with me?") to check for understanding.**
4.20 A	Monitoring, Assessment, and Follow-Up in the Classroom: **Data Driven Instruction**	Consistently works with colleagues to use formative assessment data, fine-tune teaching, re-teach, and help all students meet or exceed standards.	Works with colleagues to use formative assessment data, fine-tune teaching, re-teach, and help all students meet or exceed standards.	Looks over students' assessments to see if there is anything that needs to be re-taught.	Gives assessments and moves on without analyzing them and following up with students.
4.21 A	Monitoring, Assessment, and Follow-Up in the Classroom: **Summative Assessment**	Uses multiple measures of assessment to support, verify, and document proficiency.	Assessments are aligned with standards. Selects appropriate assessments to address specific learning goals. Students are given multiple opportunities to demonstrate proficiency.	Assessments are partially aligned to standards and/or may be poorly designed. Students have limited opportunities to demonstrate proficiency.	Assessments not aligned to standards. Students only have one opportunity to demonstrate proficiency.
4.22 O	Monitor, Assessment, and Follow-Up in the Classroom: **Self-Assessment**	Ensures that students set ambitious goals, continuously self-assess, and take responsibility for improving performance.	Encourages students to set goals, self-assess, and take responsibility for improving performance.	Asks students to look over their work, see where they had trouble, and aim to improve those areas.	Allows students to move on without assessing and improving problems in their work.
4.23 O	Monitoring, Assessment, and Follow-Up in the Classroom: **Reflection and Analysis**	Works with colleagues, analyzing data, to reflect on what worked and what didn't. Purposefully applies appropriate strategies/ responses to inform and improve future instruction as well as student performance.	Uses data to reflect on the effectiveness of lessons and units. Demonstrates action that improves student performance.	At the end of a teaching unit or semester, reflects about what might have been done better but no evidence of action.	Does not reflect or analyze lessons.

5.24 O	Family Outreach: **Belief in Student Success**	Uses in-depth knowledge regarding academic, cultural, values, family circumstances to communicate effectively with student's family. Words and actions convey a strong conviction that all students can meet or exceed standards.	Communicates respectfully with student's family and is sensitive to cultural values and/or family circumstances. Words and actions demonstrate a belief that each child has the potential to meet or exceed standards.	Limited sensitivity to family culture, values and/or circumstances. May not communicate a belief in the child's ability to meet or exceed standards.	Lacks sensitivity to family values or culture and does not communicate knowledge of the child or concern about his or her ability to meet or exceed standards.
5.25 A	Family Outreach: **Communication**	Cultivates parent partnerships. Consistently collaborates with learners and their family to establish rigorous expectations and on- going communication to support learner development and achievement.	Works collaboratively with learners and their family to establish mutual expectations and on- going communication to support learner development and achievement.	Sent home classroom rules and syllabus at the beginning of the class or year; communicates when an issue arises or to offer an occasional suggestion of how parents can support schoolwork.	Does not inform parents about learning or behavioral expectations; seldom communicates concerns, positive news, or ways in which parents can support their child's learning.
5.26 A	Family Outreach: **Responsiveness**	Responds promptly, actively listens, and collaboratively problem solves with family members. Families feel welcome at any time.	Responds promptly to family communication and makes families feel welcome at school.	Is slow to respond to family communication. Words and actions may be perceived as unwelcoming.	Does not respond to family communication and makes families feel unwelcome.
6.27 O	Professional Responsibilities: **Professionalism**	Routinely models and promotes conduct consistent with the Standards for Competence and Ethics (OAR Division 20). Accepts the requirements of membership in the teaching profession and acts ethically at all times.	Conducts oneself in a manner consistent with the Standards for Competence and Ethics (OAR Division 20).	Lapse in judgment in maintaining professional boundaries and/or responsibilities.	Acts and/or presents self in an unprofessional manner with little to no regard to professional boundaries and/or responsibilities.
6.28 A	Professional Responsibilities: **School/Culture/ Community**	Is an active member of educator teams (e.g., task force, projects, committees, etc.) and frequently contributes to school-wide activities.	Shares responsibilities and takes part in educator teams (e.g., task force, projects, committees, etc.) and school-wide activities.	Reluctantly will serve on educator teams and attend school-wide activities and team meetings.	Declines invitations to serve on educator teams and attends few school-wide activities and team meetings.
6.29 O	Professional Responsibilities: **Leadership and Contribution to Learning**	Provides positive leadership, enhancing the professional experience with valuable ideas and expertise that furthers school/district mission and initiatives.	Is a pro-active, positive team player. Contributes ideas, expertise to school/district mission and initiatives.	Limited knowledge of and/or contribution to school/district mission and/or may be resistant to initiatives.	Demonstrates lack of knowledge and/or rarely contributes to school/district mission. May ignore and/or actively resists initiatives.
6.30 A	Professional Responsibilities: **Self-Improvement**	Consistently seeks out best-practices which are integrated into instruction. Engages in collaborative dialog with colleagues and supervisors. Actively participates in professional workshops, study groups, reading and/or research to improve teaching and learning.	Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism. Seeks out research-based effective teaching ideas from supervisors, colleagues and other sources.	Shows minimal interest in listening to feedback and suggestions. Is aware of new ideas to improve teaching and learning, but implements with mixed results.	Is not open to ideas for improving teaching and learning. Is defensive and/or resistant to changing professional practices.

Domains/Standards/Explanations & Examples

Domain 1: Planning and Preparation for Learning Standard 1: Plans, Alignment, and Lessons

Guiding Questions:
• Is the content being taught connected to the previous or next lesson?
• Can the teacher state his/her student learning goals? Are these goals measurable? Are they stated in terms of student learning?

Highly Effective 4	Effective 3	Area for Growth 2	Does Not Meet 1
Has a well-honed game plan for the year that is tightly aligned with state standards and assessments.	Plans the year so students will meet state standards and be ready for external assessments.	Has done some thinking about how to cover standards and test requirements.	Plans lesson by lesson and has little familiarity with state standards and assessments.

Possible evidence to look for:
• Year-long, unit, and weekly lesson plans have been developed that include learning goals and learning objectives.
• Students can tell how and why the lesson is connected to previous learning because lesson and unit objectives are posted for students to know and understand and are connected to long-term learning goals.
• Teacher anticipates misunderstandings students might have and plans strategies for eliminating them.
• Students demonstrate success on external assessments.

Domain 1: Planning and Preparation for Learning Standard 2: Standards and Units

Guiding Questions:
• Is the content being taught connected to common core state standards?
• Is the content being taught the district-approved curriculum?

Highly Effective 4	Effective 3	Area for Growth 2	Does Not Meet 1
Plans units backwards and designs unit lessons with clear measurable goals closely aligned with standards and outcomes with most of Bloom's levels included guided by district-approved curriculum.	Plans most units backwards and designs lessons focused on measurable outcomes aligned with unit goals and state standards, with some of Bloom's levels included guided by district-approved curriculum.	Plans lessons with some alignment to larger goals and objectives and plans lessons with unit goals in mind. District-approved curriculum may or may not be used.	Teaches on an *ad hoc* basis with little or no consideration for long-range curriculum goals and lessons are planned primarily for entertaining students or covering textbook chapters.

Possible evidence to look for:
• Teacher develops standards-based units with PLC team.
• District-approved curriculum is used when planning units.
• Students demonstrate a variety of activities based upon Bloom's Taxonomy.

Domain 1: Planning and Preparation for Learning Standard 3: Assessment

Guiding Questions:
• Is the teacher familiar with the wide variety of assessment options that are available, and is he/she able to explain how to use those assessments effectively?
• Does the teacher connect classroom and district assessments with learning goals?

• In what way does the teacher use formative and summative assessments to inform planning, guide instruction, and provide meaningful feedback?

Highly Effective 4	Effective 3	Area for Growth 2	Does Not Meet 1
Prepares and designs diagnostic, on-the-spot, interim, and summative assessments to monitor student learning.	Plans unit and on-the-spot assessments to measure student learning.	Drafts unit tests as instruction proceeds. Little or no evidence of assessment planning is evident.	Writes final tests shortly before they are given. Prior planning is not evident.

Possible evidence to look for:
• A variety of formative and summative assessments are in use.
• The teacher has an organized assessment system that can be easily explained and understood.
• The teacher keeps detailed records of assessments and uses those records to develop relevant and rigorous unit, weekly and daily lesson plans.
• The teacher knows the levels and needs of the students based on formative and summative assessments and uses that information to intervene and re-teach where needed.
• Students are aware of their assessment results and know how they are progressing toward the learning goals.

Domain 1: Planning and Preparation for Learning Standard 4: Working with Teams

Guiding Questions:
• Is the teacher involved with colleagues?
• To what extent is teacher involved with collaboration?
• Does the teacher have a respectful relationship with colleagues?

Highly Effective 4	Effective 3	Area for Growth 2	Does Not Meet 1
Elicits all voices in planning units, sharing teaching ideas, looking at student work and utilizing data to change instruction.	Collaborates with colleagues to plan units, share teaching ideas and look at student work.	Meets regularly with colleagues to share ideas about teaching and students.	Meets infrequently with colleagues and is not open to collaboration.

Possible evidence to look for:
• The teacher highly values collaboration and positive relationships.
• The teacher meets frequently with collaboration teams, such as PLCs.
• The teacher is receptive to input from colleagues.
• The teacher encourages colleagues to share professional ideas, thoughts, and comments regarding learning.

Domain 2: Classroom Management Standard 5: Expectations

Guiding Questions:
• Can the teacher clearly articulate classroom and school expectations?
• Does the teacher enforce classroom and school expectations?
• Do students have ownership of classroom and school expectations?

Highly Effective 4	Effective 3	Area for Growth 2	Does Not Meet 1
Is direct, specific, consistent, and tenacious in communicating and enforcing very high expectations.	Clearly communicates and consistently enforces high standards for student behavior.	Announces and posts classroom rules and consequences.	Comes up with *ad hoc* rules and consequences as events unfold during the year.

Possible evidence to look for:
• Classroom expectations are posted, taught, reinforced, and re-taught.
• Students are aware of classroom and school expectations.
• Students demonstrate ownership of classroom and school expectations.

Domain 2: Classroom Management Standard 6: Relationships/Respect

Guiding Questions:
• Do students feel safe, respected and valued?
• How does the teacher respond to students' treatment of each other in the classroom?
• Is the teacher familiar with behavior systems that promote climates of respect and learning?

Highly Effective 4	Effective 3	Area for Growth 2	Does Not Meet 1
Shows warmth, caring, respect, and fairness for all students and builds strong relationships. Earns most students' respect and creates a climate in which disruption of learning is extremely rare and handled promptly and appropriately.	Is fair and respectful toward students and builds positive relationships. Builds a culture of respect within the learning classroom.	Is fair and respectful toward most students and builds positive relationships with some. Wins the respect of some students but there are regular disruptions in the classroom.	Is sometimes unfair and disrespectful to the class; plays favorites. Is not respected by students and the classroom is frequently chaotic and sometimes dangerous.

Possible evidence to look for:
• Teacher successfully develops students' self-discipline, self-confidence, and a sense of responsibility.
• Teacher is poised and dynamic and nips virtually all discipline problems in the bud.
• Students are respectfully engaged in classroom learning and activities.

Domain 2: Classroom Management Standard 7: Socio-emotional

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

Highly Effective 4	Effective 3	Area for Growth 2	Does Not Meet 1
Implements a program that successfully develops positive interactions and social-emotional skills.	Fosters positive interactions among students and teaches useful social skills.	Often lectures students on the need for good behavior and makes an example of students with inappropriate behavior.	Publicly berates students, blaming them for their poor behavior.

Possible evidence to look for:
• The teacher is familiar with and uses effective behavior strategies to maintain positive behavior in the classroom.
• The teacher is involved with the behavior support system or culture team at the school.
• Students are well behaved, treat one another with respect, and follow directions.

Domain 2: Classroom Management Standard 8: Routines and Efficiency

Guiding Questions:
• Does the teacher have a coherent and comprehensive system for managing classroom procedures?
• Do students have ownership during transitions and know what is expected of them so that instructional time is not lost?
• Do students have access to the instructional materials they need to be successful?
• Is the room set-up and classroom environment safe, accessible, and conducive to high levels of learning?

Highly Effective 4	Effective 3	Area for Growth 2	Does Not Meet 1
Successfully instills class routines so that students maintain them throughout the year. Uses coherence, lesson momentum and smooth transitions to get the most out of every minute.	Teaches routines and has students maintain them all year. Maximizes academic learning time through coherence, lesson momentum, and smooth transitions.	Tries to train students in class routines, but many of the routines are not maintained. Sometimes loses teaching time due to lack of clarity, interruptions, and inefficient transitions.	Does not teach routines and is constantly nagging, threatening, and punishing students. Loses a great deal of instructional time because of confusion, interruptions, and ragged transitions.

Possible evidence to look for:
• Classroom is organized, attractive, and welcoming.
• Instructional time is not lost during transitions.
• The teacher has a very clear and articulated system for managing all classroom procedures.
• Students know, understand, and can explain the classroom management system to others.

Domain 3: Delivery of Instruction Standard 9: Knowledge of Content

Guiding Questions:
• Does the teacher have a sufficient (quantity) and proficient (quality) knowledge of the subject matter being taught?

Highly Effective 4	Effective 3	Area for Growth 2	Does Not Meet 1
Is expert in the subject area.	Knows the subject matter well.	Is somewhat familiar with the subject.	Has little familiarity with the subject matter and few ideas of how to teach it.

Possible evidence to look for:
• Goals and learning target(s) include content material.
• Teacher is able to supplement information provided by textbooks with own learned knowledge.
• Teacher is comfortable answering questions and providing in-depth learning opportunities.
• Teacher is learning new things about his/her content and incorporating this new knowledge into the classroom.

Domain 3: Delivery of Instruction Standard 10: Knowledge of Students

Guiding Questions:
• Is the content appropriate for the age and development of students?
• Does the teacher tailor content to students' developmental needs?

Highly Effective 4	Effective 3	Area for Growth 2	Does Not Meet 1
Has a cutting-edge grasp of child development and how students learn.	Has a good grasp of child development and how students learn.	Has a few ideas of ways students develop and learn.	Has few ideas of how students learn.

Possible evidence to look for:
• Goals and learning target(s) include content material and are age-appropriate.

Domain 3: Delivery of Instruction Standard 11: Mindset

Guiding Questions:
• Is lesson delivery clear and easy to understand?
• Does the teacher use a variety of instructional strategies?
• In what ways does the teacher activate students' prior knowledge?
• How is instruction differentiated to meet the needs of all learners?

Highly Effective 4	Effective 3	Area for Growth 2	Does Not Meet 1
Teaches students how to be risk-takers, learn from mistakes and to be problem solvers.	Tells students it is okay to make mistakes; effective effort is the key.	Tells students that making mistakes doesn't mean they're stupid; they can learn from errors.	Communicates a "fixed" mindset about ability: some students have it, some don't.

Possible evidence to look for:
• The teacher is organized, knows the required learning target(s), and is effectively able to communicate those goals and their learning target(s) to students in a way that they understand and learn what is delivered.
• The teacher exudes high expectations and determination, and convinces all students they will master the material. Conveys: "this is important, you can do it, and I'm not giving up on you."

Domain 3: Delivery of Instruction Standard 12: Engagement

Guiding Questions:
• Does the instructional lesson elicit higher-level thinking and problem-solving?
• How does the teacher create high levels of engagement?
• Does the teacher use a variety of strategies to engage students?

Highly Effective 4	Effective 3	Area for Growth 2	Does Not Meet 1
Teacher deliberately facilitates cognitively demanding tasks in which students are actively involved.	Has students think about, discuss, and use the ideas and skills being taught.	Attempts to get students actively involved but some are disengaged.	Mostly lectures to passive students or has them work through textbooks and worksheets.

Possible evidence to look for:
• Students are actively engaged in learning.
• The teacher orchestrates highly-effective strategies, materials, and groupings to involve and motivate students.

Domain 3: Delivery of Instruction Standard 13: Learning Targets

Guiding Questions:
• Does the teacher post learning target(s) in the classroom?
• Are students aware of and reference learning goals and learning target(s)?

Highly Effective 4	Effective 3	Area for Growth 2	Does Not Meet 1
Evidence of the learning target(s) is observable because the teacher has communicated and evaluated essential questions. The students know and demonstrate exactly what's expected.	Gives students a clear sense of purpose by using the unit's essential questions and the lesson's target(s).	Tells students the main learning target(s) of each lesson.	Begins lessons without giving students a sense of where instruction is headed.

Possible evidence to look for:
• The teacher knows required learning target(s) and is effectively able to communicate those target(s) to students in a way that they understand and learn what is delivered.
• Essential questions, goals, rubrics and/or anchor papers (exemplars) are posted in class.
• Posted learning target(s) in the classroom include content material.
• Students identify and clearly communicate learning target(s).

Domain 3: Delivery of Instruction Standard 14: Connections and Application

Guiding Questions:
• In what way does the teacher activate prior knowledge?
• Do students connect prior learning to new concepts and material?
• Are lessons and concepts being compared to real world situations and experiences?

Highly Effective 4	Effective 3	Area for Growth 2	Does Not Meet 1
Grabs students' interest and makes connections to prior knowledge, experience, and reading. Consistently has students summarize and internalize what they learn and apply it to multiple situations and contexts.	Activates students' prior knowledge and hooks their interest in each unit and lesson. Has students sum up what they have learned and apply it in a different context.	Is only sometimes successful in making the subject interesting and relating it to things students already know. Sometimes brings closure to lessons and asks students to think about applications.	Rarely hooks students' interest or makes connections to their lives. Moves on at the end of each lesson without closure or application.

Possible evidence to look for:
• Teacher and students close lessons or assignments routinely by connecting to prior and future learning.
• Real life objects/materials (Realia) that connect to lesson concepts are used in the classroom.
• Teacher designs real world learning opportunities (e.g., science fairs, field trips, guest speakers, etc.).

Domain 3: Delivery of Instruction Standard 15: Clarity

Guiding Questions:
• Is lesson delivery clear and easy to understand?
• Does the teacher use a variety of instructional techniques?
• How does the teacher use frequent formative (on-going) assessment techniques to monitor and adjust instruction?

Highly Effective 4	Effective 3	Area for Growth 2	Does Not Meet 1
Presents material clearly and explicitly, with well-chosen examples and vivid and appropriate language for student age and stages of development.	Uses clear explanations, appropriate language, and good examples to present material.	Sometimes uses language and explanations that are fuzzy, confusing, or inappropriate for student age and stages of development.	Often presents material in a confusing way, using language that is inappropriate.

Possible evidence to look for:
• Students are actively engaged in learning.
• The teacher is effectively able to communicate learning goals and objectives to students in a way that they understand and learn what is delivered.
• Learning target(s) are clear to students.
• The teacher has an organized method of lesson delivery.

Domain 3: Delivery of Instruction Standard 16: Repertoire *(variety of instruction)*

Guiding Questions:
• Does the teacher create high levels of engagement?
• Does the instructional lesson elicit higher-order thinking and problem-solving?
• Does the teacher use a variety of questioning techniques to engage students?
• Does the teacher have a variety of scaffolding techniques?
• How does the teacher group students for the planned lesson?

• Does the teacher use a variety of tools and strategies to engage and motivate students?

Highly Effective 4	Effective 3	Area for Growth 2	Does Not Meet 1
Orchestrates highly effective strategies, materials, and groupings to involve and motivate students.	Orchestrates effective strategies, materials, and groupings to foster student learning.	Uses a limited range of strategies, materials, and groupings.	Uses only one or two strategies and types of materials and fails to reach most students.

Possible evidence to look for:
• The teacher uses multiple learning strategies to engage students (e.g., technology, music, art, hands-on learning opportunities, high-level questioning, integration of other subjects, student grouping, etc.).
• Teaching strategies lead to active student engagement in learning (e.g., writing, discussion, learning through reading, or other active participation).
• Student learning is supplemented by a variety of scaffolding techniques (e.g., KWL, adapted text, cloze notes, etc.); student discourse is evident (e.g., think-pair-share, reflection, etc.).

Domain 3: Delivery of Instruction Standard 17: Differentiation *(adapting to individual learning needs)*

Guiding Questions:
• How is instruction differentiated to meet the needs of all learners?
• Does the teacher have competent knowledge of individual student learning needs?
• Does the teacher effectively apply and use information gathered about individual student learning/cultural needs to lesson delivery methods?
• Does the teacher use a variety of instructional strategies?

Highly Effective 4	Effective 3	Area for Growth 2	Does Not Meet 1
Successfully reaches virtually all students by skillfully differentiating and scaffolding rate and level of learning.	Differentiates and scaffolds instruction to accommodate most students' rate and level of learning.	Attempts to differentiate and to accommodate students' rate and level of learning with mixed success.	Fails to differentiate instruction for students' rate and level of learning.

Possible evidence to look for:
• Instructional delivery is differentiated to meet the learning needs of all learners (e.g., Realia, music, etc.).
• Lesson materials are tailored to student needs (e.g., leveled questions, pre-reading and pre-teaching, cloze notes, graphic organizers, etc.).
• The planned instruction is relevant to student learning styles and needs and to cultural differences.

Domain 4: Monitoring, Assessment, and Follow-Up Standard 18: Criteria and Recognition

Guiding Questions:
• Are students aware of criteria that will be used to assess their work?
• Can students explain these criteria to another student or teacher?
• Do students have access to rubrics or criteria before they are used?
• Are criteria used to review work with students to help guide future learning and effort?

Highly Effective 4	Effective 3	Area for Growth 2	Does Not Meet 1
Posts and reviews the criteria for proficient work, including rubrics and exemplars, and students internalize them. Frequently posts students' work with commentary and uses it to motivate and direct effort.	Posts clear criteria for proficiency, including rubrics and exemplars of student work. Regularly posts students' work to make visible and celebrate their progress with respect to standards.	Tells students some of the qualities that their finished work should exhibit. Posts some 'A' student work as an example to others.	Expects students to know (or figure out) what it takes to get good grades. Posts only a few samples of student work or none at all.

Possible evidence to look for:
• Student work is seen in the classroom and is used to motivate and guide student learning.
• Assessment rubrics and guidelines are accessible or posted in the room.
• Criteria for work have been reviewed with students and are revisited before being used to assess assignments.
• Clear criteria are provided (i.e., verbal and written directions) for work on smaller assignments.
• Teacher feedback/commentary with +/delta is provided to students on larger projects.
• Both teacher and students exchange feedback (i.e., +/delta) on larger projects.

Domain 4: Monitoring, Assessment, and Follow-Up Standard 19: Formative Assessment

Guiding Questions:
• Is the teacher familiar with the distinction between assessment for learning (formative) and assessment of learning (summative)?
• What kind of assessment data does the teacher use to inform instruction?
• How does the teacher use formative and summative assessment data?

Highly Effective 4	Effective 3	Area for Growth 2	Does Not Meet 1
Gives students a well-constructed diagnostic assessment up front, and uses the information to fine-tune instruction.	Diagnosis students' knowledge and skills up front and makes small adjustments based on the data.	Does a quick K-W-L (Know, Want to Know, Learned) exercise before beginning a unit.	Begins instruction without diagnosing students' skills and knowledge.

Possible evidence to look for:
• The teacher can describe how he/she uses assessment prior to instruction.
• The teacher has detailed assessment data and records on student performance.
• Appropriate diagnostic assessments are developed based on the learning goals of the unit.
• Lesson plans incorporate data from pre-assessments (i.e., diagnostics) and are revised accordingly.

Domain 4: Monitoring, Assessment, and Follow-Up Standard 20: Data Driven Instruction

Guiding Questions:
• Is the teacher frequently checking for any student misunderstandings or weak areas of learning?
• Is the learning objective of the lesson clear to both students and teacher so that misunderstandings can be identified?
• Does the teacher relate interim and on-the-spot (i.e., formative) assessments to diagnostic assessments?

Highly Effective 4	Effective 3	Area for Growth 2	Does Not Meet 1
Works with colleagues to use interim assessment data, fine-tune teaching, re-teach, and help struggling students. Uses a variety of effective methods to check for understanding; immediately unscrambles confusion and clarifies.	Uses data from interim assessments to adjust teaching, re-teach, and follow up with failing students. Frequently checks for understanding and gives students helpful information if they seem confused.	Looks over students' tests to see if there is anything that needs to be re-taught. Uses moderately effective methods (e.g., thumbs up, thumbs down) to check for understanding during instruction.	Gives tests and moves on without analyzing them and following up with students. Uses ineffective methods ("Is everyone with me?") to check for understanding.

Possible evidence to look for:
• The teacher moves around the room engaging in short, probing conversations with students.
• The teacher convenes small groups to check for clarity.
• Flexible ability groups are seen in the classroom to meet varying needs of students.
• Portfolios of data are used to track struggling students and their progress.

Domain 4: Monitoring, Assessment, and Follow-Up Standard 21: Summative Assessment

Guiding Questions:
• Does the teacher incorporate end of unit/end of year goals in assessments?
• Does the teacher provide a variety of opportunities for students to demonstrate proficiency.

Highly Effective 4	Effective 3	Area for Growth 2	Does Not Meet 1
Uses multiple measure of assessment to support, verify, and document proficiency.	Assessments are aligned with standards. Selects appropriate assessments to address specific learning goals. Students are given multiple opportunities to demonstrate proficiency.	Assessments are partially aligned to standards and/or may be poorly designed. Students have limited opportunities to demonstrate proficiency.	Assessments not aligned to standards. Students only have one opportunity to demonstrate proficiency.

Possible evidence to look for:
• The teacher uses assessments that align with State and Common Core State Standards.
• The teacher uses a variety of assessment tools to determine student growth.
• The teacher provides a variety of opportunities for students to demonstrate proficiency.

Domain 4: Monitoring, Assessment, and Follow-Up Standard 22: Self-Assessment

Guiding Questions:
• Do students set goals for their learning and progress? Weekly? By unit? Yearly?
• What parts of students' learning are they responsible for and held accountable for?
• Are students being provided timely feedback about their progress in different areas?

Highly Effective 4	Effective 3	Area for Growth 2	Does Not Meet 1
Ensures students set ambitious goals, continuously self- assess, and take responsibility for improving performance.	Encourages students to set goals, self- assess, and know where they stand academically at all times.	Asks students to look over their work, see where they had trouble, and aim to improve those areas.	Allows students to move on without assessing and improving problems in their work.

Possible evidence to look for:
• Students are aware of their current level of performance and areas in which they can improve.
• Students have set realistic and attainable goals for their learning and are given a chance to reflect and revise them.
• Students apply information learned in assessments to setting learning goals.

Domain 4: Monitoring, Assessment, and Follow-Up Standard 23: Reflection and Analysis

Guiding Questions:
• Are grade-level teams meeting regularly to review student/unit progress and to plan for future lessons?
• Does the teacher have in-depth knowledge of the subject area? Do they review any weak areas before teaching the subject?
• Is the teacher a self-directed learner when it comes to professional growth opportunities?

Highly Effective 4	Effective 3	Area for Growth 2	Does Not Meet 1
Works with colleagues to reflect on what worked and what didn't and continuously improves instruction.	Reflects on the effectiveness of lessons and units and continuously works to improve them.	At the end of a teaching unit or semester, thinks about what might have been done better.	Does not draw lessons for the future when teaching is unsuccessful.

Possible evidence to look for:
• The teacher participates in regularly scheduled meetings with the grade-level team to collaborate on curriculum planning and assessment data.
• The teacher can describe best practices when it comes to instruction, the content area, and research.
• The teacher is constantly pursuing professional growth opportunities and applies what he/she learns.
• The teacher has archival records of lesson plans with annotations denoting successes, possible revisions and/or need to revisit structure and objective of lessons.
• When appropriate, teacher utilizes student feedback.

Domain 5: Family and Community Outreach Standard 24: Belief in Student Success

Guiding Questions:
• Does the teacher communicate, both verbally and nonverbally, a belief all students can and should succeed?
• Does the teacher know their students?
• Does the teacher understand their students' needs?
• Does the teacher ask and seek out information about students' backgrounds?
• Does the teacher access school and district resources to support students?
• Does the teacher take into account not only the learning, but also the cultural needs of the students?

Highly Effective 4	Effective 3	Area for Growth 2	Does Not Meet 1
Shows each parent an in-depth knowledge (e.g., academic, cultural, values, beliefs) of his/her child and a strong belief he/she will meet or exceed standards.	Communicates respectfully with parents, is sensitive to cultural values, and is genuine in believing in each child's ability to reach standards.	Tries to be sensitive to family culture and beliefs and communicates that he or she cares about the child, wanting the best for the child.	Is insensitive to family values or culture and does not communicate knowledge of the child or concern about his or her future.

Possible evidence to look for:
• The teacher displays exemplar student work in the room or hallway outside the room.
• The teacher has developed and implemented a system of student recognition for meeting learning and behavioral expectations.
• The teacher has been trained in SIOP, assessment, curriculum design, understanding poverty, and/or other workshops that help him/her to understand and best teach to students' backgrounds, culture, and learning styles.
• The teacher can demonstrate how he/she has tailored the lesson based on the learning styles and cultural needs of students.
• The teacher builds upon students' prior knowledge and experiences and is aware of the cultural differences of all students.
• The teacher has home/school communication logs, emails, classroom visits, etc.

Domain 5: Family and Community Outreach Standard 25: Communication

Guiding Questions:
• Does the teacher communicate effectively and respectfully with parents and community members?
• What methods are used by the teacher to communicate?
• Does the teacher communicate student progress in a timely manner to students and parents?
• Does the teacher communicate approaching learning goals to parents?

Highly Effective 4	Effective 3	Area for Growth 2	Does Not Meet 1
Gives parents clear, user-friendly and on-going curricular, learning and behavior expectations; focusing on the child's positive news first before communicating any red-flag issues.	Clearly communicates and updates parents regarding curriculum, learning, and behavioral expectations; describing both current issues and good news situations.	Sent home classroom rules and syllabus at the beginning of the class or year; communicates when an issue arises or to offer an occasional suggestion of how parents can support schoolwork.	Does not inform parents about learning or behavioral expectations; seldom communicates concerns, positive news, or ways in which parents can support their child's learning.

Possible evidence to look for:
• The teacher communicates in a respectful and positive manner with parents.
• The teacher communicates with parents from a "cup half full" rather than a "cup half empty" view.
• Grades are posted in a timely manner.
• Student work is returned and feedback given in a timely manner.
• The teacher has a system for communicating with parents.
• The teacher is available to meet during his/her workday and communicates this with parents.

Domain 5: Family and Community Outreach Standard 26: Responsiveness

Guiding Questions:
• Does the teacher communicate respectfully, effectively and clearly with parents?
• Does the teacher respond to parent questions or concerns in a timely manner?
• Is the teacher proactive in working with parents in situations that have the potential to turn negative?

Highly Effective 4	Effective 3	Area for Growth 2	Does Not Meet 1
Deals immediately and successfully with parent concerns and makes parents feel welcome any time.	Responds promptly to parent concerns and makes parents feel welcome at school.	Is slow to respond to some parent concerns and gives off an unwelcome vibe.	Does not respond to parent concerns and makes parents feel unwelcome in the classroom.

Possible evidence to look for:
• The teacher communicates with parents in a respectful and positive manner in all situations.
• The teacher responds to parent concerns within a day of receiving them.
• The teacher meets with a parent at school in a location that is conducive to the agenda of the conference.
• The teacher shows empathy to parent concerns.
• The teachers' non-verbal cues match what he/she is saying to the parent.

Domain 6: Professional Responsibilities Standard 27: Professionalism

Guiding Questions:
• Does the teacher respond professionally to all constituents: parents, students, colleagues, supervisors and the community?
• What kind of recordkeeping and documentation system does the teacher use to keep track of communication with all stakeholders? How effective is that system?
• Does the teacher reliably perform required duties as assigned?

Highly Effective 4	Effective 3	Area for Growth 2	Does Not Meet 1
Presents self as a consummate professional and always observes appropriate boundaries and expectations.	Demonstrates professional demeanor/behavior and maintains appropriate boundaries.	Occasionally acts and/or presents self in an unprofessional manner and disrespects boundaries.	Frequently acts and/or presents self in an unprofessional manner and violates boundaries.

Possible evidence to look for:
• The teacher communicates in a professional, respectful and positive manner to everyone.
• The teacher's recordkeeping system is clear, organized, up-to-date, and easy to understand.
• The teacher can be counted on to complete all required duties, reports and paperwork.
• The qualities of a consummate professional may include regular attendance and punctuality, appropriateness of dress, ethical and honest judgment, respect of boundaries and confidentiality, and among other qualities applicable to the position and school expectations.

Domain 6: Professional Responsibilities Standard 28: School/Culture/Community

Guiding Questions:
• Is the teacher aware of building and district activities/initiatives?
• How does the teacher contribute to these activities/initiatives?

Highly Effective 4	Effective 3	Area for Growth 2	Does Not Meet 1
Is an important member of teacher teams and committees and frequently contributes to school activities/initiatives.	Shares responsibilities and takes part in grade-level and school-wide activities/ initiatives.	When asked, will serve on a committee and attend school-wide activities.	Declines invitations to serve on committees and attends few school-wide activities.

Possible evidence to look for:
• The teacher is able to inspire others to adopt, support, and participate in building and/or district activities/ initiatives.

Domain 6: Professional Responsibilities Standard 29: Leadership and Contribution to Learning

Guiding Questions:
• How does the teacher support the mission of the school and/or district?
• What strategies or actions does the teacher apply to facilitate the implementation of the school's mission?
• What leadership roles has the teacher pursued at the school and/or district level?
• Does the teacher positively contribute to the school's mission?

Highly Effective 4	Effective 3	Area for Growth 2	Does Not Meet 1
Provides leadership, valuable ideas and expertise that furthers school/district mission.	Is a positive team player and contributes ideas, expertise to school/district mission.	Occasionally suggests an idea aimed at improving the school.	Rarely, if ever, contributes ideas that might help improve the school.

Possible evidence to look for:
• The teacher positively contributes to the school's mission.
• The teacher is frequently involved in building and/or district improvement projects/task forces.
• The teacher takes on a leadership role at the building and/or district level.

Domain 6: Professional Responsibilities Standard 30: Self-Improvement

Guiding Questions:
• Is the teacher a self-directed learner when it comes to professional growth opportunities?
• Does the teacher seek involvement in activities that will further his/her professional growth and promote student learning?

Highly Effective 4	Effective 3	Area for Growth 2	Does Not Meet 1
Seeks out best-practices, feedback, and suggestions, which are integrated into practice. Active participant of professional workshops, study groups, reading and/or research to improve teaching and learning.	Listens thoughtfully to other viewpoints and responds constructively to suggestions and criticism. Seeks out effective teaching ideas from supervisors, colleagues and other sources.	Keeps an eye out for new ideas to improve teaching and learning, but implementation is with mixed results. Shows minimal interest in listening to feedback and suggestions.	Is not open to ideas for improving teaching and learning. Is defensive and/or resistant to changing professional practices.

Possible evidence to look for:
• The teacher can describe best practices when it comes to instruction, content area, and research.
• The teacher is constantly seeking to improve his/her performance through professional growth opportunities as a life-long learner by reading, writing, reflecting and sharing with others.
• The teacher is involved in professional activities that address possible areas for growth.

Correlation between InTASC and RRSD Standards

InTASC Standard(s)	RRSD Standard(s)
#1. Learner Development: The teacher understands how children learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	**Planning and Preparation for Learning** Plans, Alignment and Lessons 1.1 Standards and Units 1.2 **Delivery of Instruction** Knowledge of Content and Students 3.9, 3.10 Engagement 3.12 Connections and Applications 3.14 Repertoire 3.16 Differentiation 3.17
#2: Learning Differences: The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that allow each learner to reach his/her full potential.	**Planning and Preparation for Learning** Standards and Units 1.2 **Delivery of Instruction** Knowledge of6Content and Students 3.9, 3.10 Clarity 3.15 Repertoire 3.14 Differentiation 3.17
#3: Learning Environment: The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self-motivation.	**Classroom Management** Expectations 2.5 Relationships/Respect 2.6 Socio-emotional 2.7 **Delivery of Instruction** Mindset 3.11 Engagement 3.12 Repertoire 3.16 **Monitoring, Assessment, and Follow-Up** Self-Assessment 4.22
#4: Content Knowledge: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners.	**Planning and Preparation for Learning** Plans, Alignment and Lessons 1.1 Standards and Units 1.2 **Delivery of Instruction** Knowledge of Content and Students 3.9, 3.10 Connections and Applications 3.14 Repertoire 3.16 Differentiation 3.17 **Monitoring, Assessment, and Follow-Up** Formative Assessment 4.20 Summative Assessment 4.21
#5: Innovative Applications of Content: The teacher understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking, and collaborative problem solving related to authentic local and global issues.	**Delivery of Instruction** Engagement 3.12 Learning Goals 3.13 Connections and Applications 3.14 Repertoire 3.16
#6: Assessment: The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to document learner progress, and to guide the teacher's ongoing planning and instruction.	**Planning and Preparation for Instruction** Assessment 1.3 **Delivery of Instruction** Connections and Applications 3.14 **Monitoring, Assessment, and Follow-Up** Diagnostic, Formative, Summative, Self-Assessment 4.19, 4.20, 4.21, 4.22
#7: Planning for Instruction: The teacher draws upon knowledge of content areas, cross-disciplinary skills, learners, the community, and pedagogy to plan instruction that supports every student in meeting rigorous learning goals.	**Planning and Preparation for Instruction** **Plans, Alignment and Lessons** 1.1 Standards and Units 1.2 **Delivery of Instruction** Knowledge of Content and Students 3.9, 3.10 **Monitoring, Assessment, and Follow-up** Reflection and Analysis 4.23

InTASC Standard(s)	Rogue River SD Standard(s)
#8: Instructional Strategies: The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to access and appropriately apply information.	**Planning and Preparation for Instruction** Standards and Units 1.2 **Classroom Management** Expectations 2.4 **Delivery of Instruction** Knowledge of Content and Students 3.8 Engagement 3.10 Learning Goals 3.11 Connections and Applications 3.12 Clarity 3.13 Repertoire 3.14
#9: Reflection and Continuous Growth: The teacher is a reflective practitioner who uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (students, families, and other professionals in the learning community), and adapts practice to meet the needs of each learner.	**Monitoring, Assessment, and Follow-up** Reflection and Analysis 4.20 **Family and Community Outreach** Communication 5.22 **Professional Responsibilities** Contribution to School 6.26 Self-Improvement 6.28
#10: Collaboration: The teacher collaborates with students, families, colleagues, other professionals, and community members to share responsibility for student growth and development, learning, and well-being.	**Family and Community Outreach** Belief 5.21 Communication 5.22 Responsiveness 5.23 **Professional Responsibilities** Professionalism 6.24 School/Culture/Community 6.25 Contribution to School 6.26 Working with Teams 6.27

Student Learning and Growth Goals (SLGs) Overview

What are Student Learning and Growth Goals?

SLG goals are detailed, measurable goals for student learning and growth developed collaboratively by educators and their evaluators. They are based on student learning needs identified by a review of students' baseline skills. SLG goals are aligned to standards and clearly describe specific learning targets students are expected to meet. Goals are rigorous, yet attainable.

SLG goals define which students and/or student subgroups are included in a particular goal, how their progress will be measured during the instructional time period, and why a specific level of growth has been set for students.

SLG goals are growth goals, not achievement goals. Growth goals hold all students to the same standards but allow for various levels of learning and growth depending on how students' are performing at the start of the course/class.

Who Should Set Student Learning and Growth Goals?

All teachers and administrators, as defined in state statute (ORS 342.815 & ORS 342.856), must use the new educator evaluation system requirements described in the Oregon Framework (SB290/ESEA waiver). This includes all Teacher Standards and Practices Commission (TSPC) licensed educators. See Appendix A for definitions and exceptions as they relate to SB290.

Why Use Student Learning and Growth Goals?

SLG goals offer a clear connection between instruction, assessment, and student data. Educators employ a range of instructional strategies, skills, and techniques to affect outcomes for student academic learning, critical thinking, and behavior. The SLG goal process measures student learning and growth through various types of assessments (e.g., state tests, interim assessments, projects, or portfolios based on state criteria for quality and comparability). The SLG goal process also helps educators focus on broader priorities within the school, district, or state. For example, SLG goals can specifically include evidence-based practices that reinforce the expectations for all students to be college and career ready.

Advantages of SLG Goals

There are a number of advantages of using SLG goals as a mechanism for monitoring student growth:

- **Reinforce evidence-based instructional practice**. Effective instruction begins with assessing student learning needs. The SLG goal process aligns with good instructional practice in which educators assess student needs, set goals for their students, use formative and summative data to monitor student progress, and modify instruction based on student needs.

- **Focus on student learning.** SLGs are an opportunity for educators to craft clear goals for student learning and document students' progress toward those goals. The SLG goals process allows all

educators the opportunity to focus on the specific objectives they believe are important to achieve with their students.

- **Help develop collaborative communities.** Ideally, SLG goals are developed by teams of educators rather than individuals. Educators should, wherever possible, work collaboratively with grade, subject area, or course colleagues to develop SLG goals. The process encourages districts and schools to create official time for collaboration and use existing opportunities, such as professional learning communities and staff meetings for collaboration. Teachers who do not have a team of peers within their building should consider collaborating with similarly-situated teachers in another school or district.

REQUIRED COMPONENTS FOR SLG GOALS

The following components are essential for high quality SLG goals and are required for all educators' goals. See Appendix B for examples and blank templates for teacher and administrator goals.

1. **Content Standards/Skills** - Based on the relevant content and skills students should know or be able to do at the end of the course/class, a clear statement of a specific area of focus is selected. These should be specific state or national standards (a statement such as "Common Core State Standards in Math" is not specific enough).

> **Example**:
>
> 8.3S.2 Organize, display, and analyze relevant data, construct an evidence-based explanation of the results of a scientific investigation, and communicate the conclusions including possible sources of error. Suggest new investigations based on analysis of results.

2. **Assessments** - Describes how student learning and growth will be measured. In Oregon, two categories of assessments are used for SLG goals (see page 13). Assessments must be aligned to state or national standards and meet state criteria.

3. **Context/Students** - Description of the demographics and learning needs of all students in the class or course. This should include relevant information that could include, but is not limited to: the number of students and their gender, race/ethnicity, socioeconomic status, and any students with diverse learning needs (e.g., EL, IEP, 504 plans). For those educators who do not meet with students on a regular basis, including contact time (e.g., one 50 minute period per day, two 90 minute blocks per week, etc.) provides additional context for the goals developed by the educator. The context will affect the development of your tiered targets and instructional strategies

> **Example**:
>
> "There are currently 247 students enrolled in grade 8 at EFG Middle School; 115 students are female and 132 are male. Listed below is the ethnic breakdown of students in the school:
>
> - Asian—less than 1 percent

- Native Hawaiian/Pacific—less than 1 percent

- Black or African American—less than 1 percent

- Hispanic—11 percent

- Two or more [ethnicities]—10 percent

- White – 75 percent

Ten percent of the grade 8 student population is on an IEP and five percent of students have 504 plans. 45 percent of students live in poverty and receive free and/or reduced lunch."

4. **Baseline Data** - Provides information about the students' current performance at the start of course/class. It is generally the most recent data available and can include the prior year's assessment scores or grades, results from a beginning of the year benchmark assessment, a pre-test, or other evidence of students' learning. Determine students' strengths and areas of weaknesses that inform the goal. Data is attached to the goal template.

> **Example:**
>
> Only 53 % of our grade 4 students met or exceeded the state assessment benchmark in reading for the 2012–13 school year. 35% of our economically disadvantaged students, 32% of our students who have limited English proficiency, and 40% of our students with disabilities met the benchmarks. 30% of students who identify as black, 43% of students who identify as Hispanic, 48%of our students who identify as Native [American], and 50% of our students who identify as multiracial met or exceeded benchmarks.
>
> Additionally, all subgroups performed lowest in the strand area of Locating Information.

5. **Student Learning and Growth Goal (Targets)** – All students (100%) must be included in the growth goal. Describes rigorous yet realistic growth goals or targets for student achievement that are developmentally appropriate. The targets should be rigorous yet attainable. The target can be tiered for specific students in the class/course to allow all students to demonstrate growth.

> **Example**:
>
> 100% of students will demonstrate growth toward mastery of the content of Visual Arts as measured by performance on a range of performance tasks.
>
> - Students who earned a 2 first quarter will earn at least a 3 or 4 on a similar performance task in the 4th quarter
> - Students who earned a 3 first quarter will earn at least a 4 on a similar performance task in the 4th quarter.
> - Student who earned a 4 first quarter will earn at least a 4 on a more complex performance task in the 4th quarter.

Example that does not meet criteria:

80% of students will earn at least a 3 on a visual arts performance task.

This example does not include all students, does not reference baseline data, and includes the same targets for all students.

6.   **Rationale** - Provides a detailed description of the reasons for selecting this specific area for   a goal. Includes a discussion of baseline data as well as current practice within the school and/or classroom. The rationale must also include language for the importance of the selected content/standards. Includes a rationale for the expected growth and how the target is appropriate and rigorous for students.

7. **Strategies** - Describes the instructional strategies the educator will use relevant to learning   specific content and skills to accomplish the goal. These strategies can be adjusted throughout the year based on data about student progress.

> **Example**: This example is from an administrator SLG goal focused on mathematics in grades 6-8.

"I've built a school-wide schedule that establishes Individual Needs Classes for all students, organized and provided each team of teachers with data on their students that show state assessment scores from 3rd grade on and establishes assessment growth target scores for each student. Additionally, I provided data to teachers showing which students received grades below a C while at XYZ Middle School (1-2 years of data disaggregated by trimester) as well as which students received intervention classes during the first and second trimesters. This data will also be provided to the Child Study Team so they can work with teams to focus interventions to meet student needs. I've also established an Academic Support Center and have worked with the coordinator to track and analyze ASC students' performance prior to and while place in the ASC so that we can ensure that the ASC is effectively supporting the students it serves."

8. **Professional Learning and Support** – Opportunity for the educator to identify areas of additional learning and support needed to meet student learning and growth goals. Self-reflection and identification of professional learning needs can help focus efforts to provide meaningful professional learning opportunities to educators.

> **Example:**

"I need to attend more trainings as well as research and gather more resources on formative assessment. I need to evaluate the data from the assessment more often and to try different types of formative assessments throughout the year. The Skillful Teacher is one training that will help me with this goal. The chapter in the Skillful Teacher text on assessment will be helpful in creating valid and measureable formative assessments, such as exit tickets, think-alouds, and making sure students understand the learning target every day by posting it on the board during each class period."

Goal Setting Conferences

Educators and their supervisors/evaluators must work collaboratively in setting SLG goals. They periodically review available data/evidence toward goal attainment and make necessary adjustments (e.g. professional learning needs, resources, strategies). Conferences must occur at least three times during the school year:

1. Beginning of the year (course/class) when SLG goals are prepared, reviewed, and approved;
2. Mid-point to check for progress and/or make adjustments in strategies; and
3. End-point of the course/class to analyze results.

Professional Growth Goals

As part of the district's evaluation and professional growth cycle, all educators are required to set professional growth goals. Professional goals are based on the standards of professional practice described in the district's rubric. Through the completion of a self-assessment against the district rubric, educators identify areas of strength and need relative to the standards for professional practice and determine strategies and supports needed to help them elevate their practice.

COLLABORATIVE SLG GOAL SETTING PROCESS

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.

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

Steps for Setting Student Learning and Growth Goals

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.

Conduct a Self-Reflection

To set truly meaningful goals that enhance practice and support professional growth, educators engage in self-reflection as part of the process in determining student needs. This step is often left out of cycles of improvement because "there just isn't enough time;" however, the omission of this step often leaves goals without any relevant connection to an educator's day-to-day practice. The self-reflection includes time for an educator to look at student level data, reviewing student work from the previous year, reviewing past units of study, as well as information concerning their practice offered by their evaluator

The self-reflection process:

- Establishes a continuous improvement plan for every educator
- Promotes professional growth and continuous learning
- Keeps student learning at the core of all instructional, leadership, and professional practice decisions
- Builds consistency across the school and district

To be targeted and effective, self-reflection includes:

- Analysis of evidence of SLG under the educator's responsibility
- Assessment of practice against performance standards
- Proposed goals to pursue to improve practice and SLG

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; Measureable; Appropriate; Realistic; and Time-bound). See SMART graphic on page 36.

Determine the students and time period. The educator sets two annual SLG goals between which all students in a classroom or course are included. A course is considered a content and/or grade-specific class (or a school

for administrators). 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.

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 align 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). See page 13 for guidance on assessments for SLG goals.

STEP 3: Create and Implement Teaching and Learning Strategies

Teachers identify specific instructional strategies that are appropriate for the learning content and students' skill level, and continually examine and adjust those strategies based on data about student progress and student needs.

STEP 4: Monitor Student Progress through Ongoing Formative Assessment

Steps 3 and 4 are a continuous cycle throughout the life of the goal. Over the course of the school year, educators implement the instructional strategies that are appropriate for students to meet their targets as stated in the SLG goals. They collect student data and monitor student progress through ongoing formative assessments.
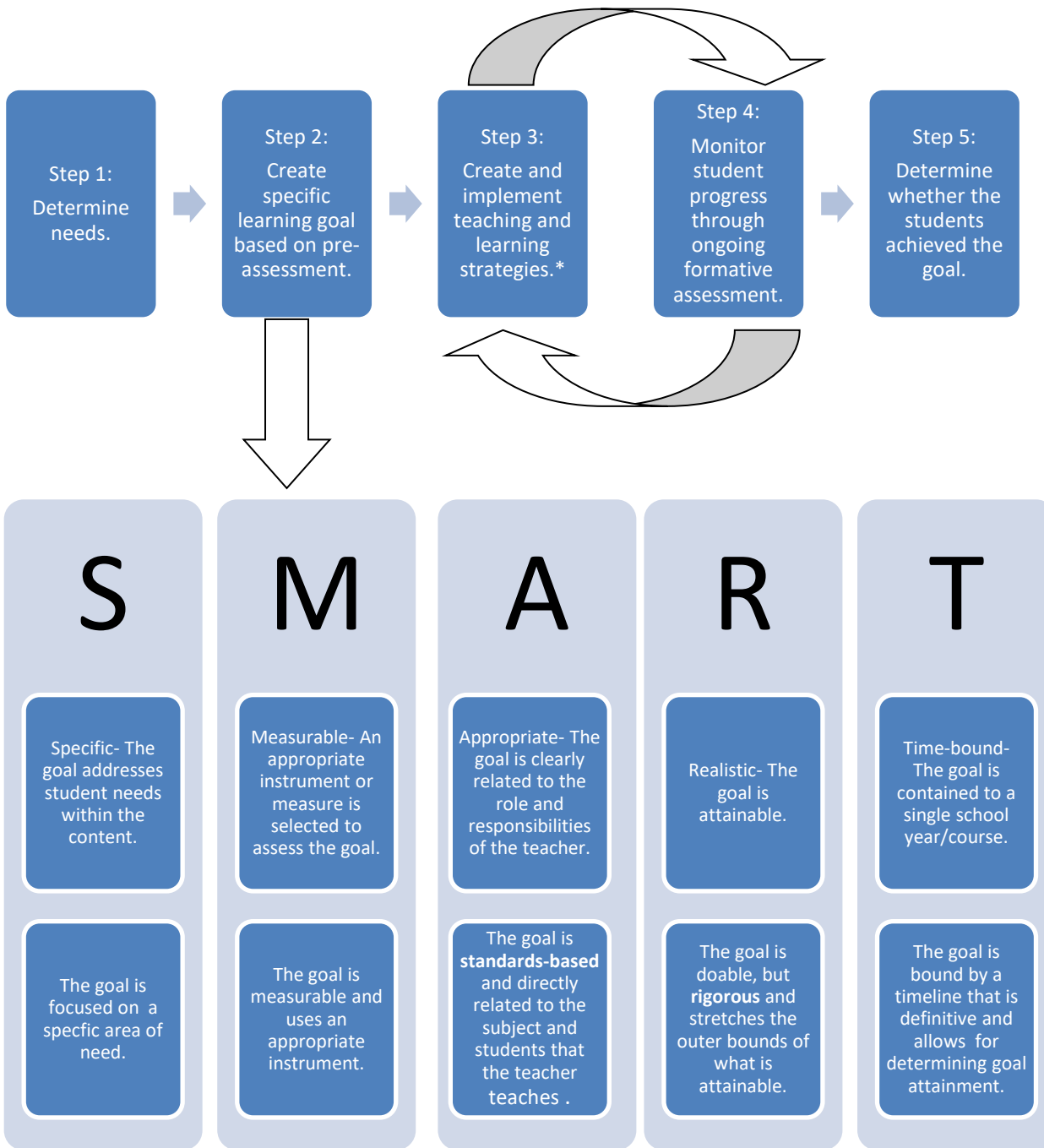
The educator and evaluator meet mid-course to check on progress towards the goals. They may determine that an adjustment in instructional strategies is warranted, or that there are immediate support/resources available to help the educator with a particular need (e.g., observing another educator or collaborating with a mentor). If the growth goal has already been met by the mid-course, the educator and evaluator may determine the need to revise the goal for increased rigor.

STEP 5: Determine Whether Students Achieved the Goal

At the end of the course or school year, educators meet with their evaluators for a final review of the educator s' progress on the SLG goals. They will examine the end-of-year data, reflect on student learning results, discuss what worked and what did not, and identify professional learning needs and available resources to support the educator's continued professional growth.

The following diagram illustrates the process for developing SMART goals.

STEP-BY-STEP SMART GOAL PROCESS

Step 1: Determine needs.

Step 2: Create specific learning goal based on pre-assessment.

Step 3: Create and implement teaching and learning strategies.*

Step 4: Monitor student progress through ongoing formative assessment.

Step 5: Determine whether the students achieved the goal.

S

Specific- The goal addresses student needs within the content.

The goal is focused on a specfic area of need.

M

Measurable- An appropriate instrument or measure is selected to assess the goal.

The goal is measurable and uses an appropriate instrument.

A

Appropriate- The goal is clearly related to the role and responsibilities of the teacher.

The goal is **standards-based** and directly related to the subject and students that the teacher teaches .

R

Realistic- The goal is attainable.

The goal is doable, but **rigorous** and stretches the outer bounds of what is attainable.

T

Time-bound- The goal is contained to a single school year/course.

The goal is bound by a timeline that is definitive and allows for determining goal attainment.

SELECTING ASSESSMENTS FOR SLG GOALS

Selecting and/or developing assessments may be one of the most important steps in the SLG goal process. These measures enable educators to determine growth toward and attainment of the SLG goal. There are two categories of measures for SLG goals outlined in Table 1. Category 1 is the Oregon state assessment for ELA and Math. Category 2 measures include both commercially developed and locally developed assessments.

All assessments must be aligned to state or national standards and meet criteria to ensure quality. ODE will provide guidelines and criteria for selecting or developing valid and reliable assessments by June 1, 2014. Valid assessments measure what they are designed to measure. Reliable assessments are those that produce accurate and consistent results. ODE will also provide a list of commercially developed assessments that meet this criteria by June 1st.

Each district will determine if the assessments that are used to measure SLG goals need to be comparable across just a school or across all schools within the district.

Table 1. Categories of Measures for SLG Goals

Category	Types of Measures	Guidance

1	• Oregon's state assessments
	    o SMARTER Balanced (formerly OAKS)
	    o Extended Assessments[1]
		• Same assessment and administration guidelines are used statewide

2	• Commercially developed assessments that include pre- and post-measures • Locally developed assessments that include pre- and post-measures • Results from proficiency-based assessment systems • Locally-developed collections of evidence, i.e. portfolios of student work that include multiple types of performance	• Same assessment and administration guidelines are used district-wide or school-wide • Assessments meet state criteria[2]

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

[2]ODE will provide state criteria by June 1, 2014

Teachers in Tested Grades and Subjects

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

Teachers in Non-Tested Grades and Subjects

Teachers in non-tested grades and subjects may use measures from Category 2 for both of their goals. They may also use Category 1 measures as an option.

SCORING STUDENT LEARNING AND GROWTH GOALS

This section addresses the step toward the end of the SLG goal setting process, when all student progress data are in and before the final evaluation conference. Educators score their SLG goals and review and finalize the score with their supervisor/evaluator. Evaluators are responsible for determining the final score.

Once SLG goals are approved, educators start collecting the information needed to measure student progress as defined in the SLG goal. The collection and analysis of data continues throughout the course or school year to monitor student progress towards goals. The educator is responsible for collecting and organizing documentation, including the approved SLG goals and evidence of progress defined within it, in a way that is easy for them to reference and for the evaluators to review. At the end of the course or school year, educators meet with their evaluator to review results.

As a requirement of SB290 and the ESEA waiver, student learning and growth must be included as a significant factor of educators' summative evaluations. SLG goals are scored and the SLG performance level is determined. To ensure consistency in evaluations across the state, all districts must use the **SLG Quality Review Checklist** and **Oregon SLG Scoring Rubric** to score SLG goals.

SLG Goal Quality Review Checklist

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

Baseline Data	Yes	No
Is baseline data used to make data-driven decisions for the SLG goal, including student information from past assessments and/or pre-assessment results?		
Student Growth Goal (Targets)		
Is the SLG goal written as a "growth" goals v. "achievement" goal? (i.e. growth goals measure student learning between two or more points in time and achievement goals measure student learning at only one point in time.)		

Does the SLG goal describe a "target" or expected growth for all students, tiered or differentiated as needed based on baseline data?		
Rigor of Goals		
Does the goal address specific knowledge and skills aligned to the course curriculum and based on content standards?		
Is the SLG goal measurable and challenging, yet attainable?		

SLG Goal Scoring Rubric

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

Level 4 *(Highest)*	This category applies when approximately 90% of students met their target(s) and approximately 25% of students exceeded their target(s). This category should only be selected when a substantial number of students surpassed the overall level of attainment established by the target(s). Goals are very rigorous yet attainable, and differentiated (as appropriate) for all students.
Level 3	This category applies when approximately 90% of students met their target(s). Results within a few points, a few percentage points, or a few students on either side of the target(s) should be considered "met". The bar for this category should be high and it should only be selected when it is clear that all or almost all students met the overall level of attainment established by the target(s). Goals are rigorous yet attainable and differentiated (as appropriate) for all students.
Level 2	This category applies when 80-89% of students met their target(s), but those that missed the target missed by more than a few points, a few percentage points or a few students. Goals are attainable but might not be rigorous or differentiated (as appropriate) for all students.
Level 1 *(Lowest)*	This category applies when less than 70% of students meet their target(s). If a substantial proportion of students did not meet their target(s), the SLG was not met. Goals are attainable, but not rigorous. This category also applies when results are missing or incomplete.

The checklist ensures the goals are complete for scoring. The scoring process is facilitated by using the scoring rubric to determine whether each student exceeded, met, or did not meet the target; and the percentage of students in each category. These two tools must be used to score SLG goals to determine the educator's impact on student learning and growth in the summative evaluation.

EXAMPLE OF TEACHER SLG GOAL: Science, 8th Grade

Grade Level: ☐ Elementary   ☒ Middle School   ☐ High School
Goal Type: ☐ Individual Goal   ☒ Team Goal

<table>
<tr><td rowspan="7">Goal-Setting Conference</td><td>Content Standard(s)/Skills

(e.g., 8.3S.2 [science] PE.03.EE.04 (Physical Education])</td><td>8.3S.1 Based on observations and science principles, propose questions or hypotheses that can be examined through scientific investigation. Design and conduct a scientific investigation that uses appropriate tools, techniques, independent and dependent variables, and controls to collect relevant data.

8.3S.2 Organize, display, and analyze relevant data, construct an evidence-based explanation of the results of a scientific investigation, and communicate the conclusions including possible sources of error. Suggest new investigations based on analysis of results.

8.3S.3 Explain how scientific explanations and theories evolve as new information becomes available.</td></tr>
<tr><td>Assessments</td><td>x Category 1 state Science assessment
x Category 2 district science assessment</td></tr>
<tr><td>Context/Students

(Include number of students, gender, race/ethnicity, socioeconomic status, diverse learners, contact time</td><td>143 8th grade students 68 boys/75 girls
14 TAG students
19 IEP students
28% of students live in poverty
Science class is 45 minutes long</td></tr>
<tr><td>Baseline Data

(Summary of student strengths and weaknesses based on data analysis)</td><td>Students need guided practice and repeated opportunities to perform inquiry tasks with emphasis on analysis.
Inquiry activities will be used as sources of evidence
The fall 2013 district-wide pretest assessment scores were evaluated to yield the following results in the area of analyzing and interpreting results:

<table><tr><td>Score</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr><tr><td>Total: 143 Students</td><td>13</td><td>49</td><td>58</td><td>16</td><td>7</td></tr></table></td></tr>
<tr><td>Student Growth Goal (Targets)

(Goals must address growth for all students, not proficiency)</td><td>For the 2013-14 school year, 100% of students will make measurable progress as assessed using the state scoring guide for Scientific Inquiry. Each student will improve by at least one performance level in all dimensions (forming a question or hypothesis, designing and investigation, collecting and presenting data and analyzing and interpreting results). Students in levels 4 and 5 will reach level 3 or above on the 9th grade district Science assessment.</td></tr>
<tr><td>Rationale

(Describe how the focus of the goal was determined)</td><td>The science team has determined that for MS to continue to grow in science, emphasis must be placed on inquiry. For students scoring at a 1 or 2, they must show significant progress if they are to meet College and Career Readiness targets.</td></tr>
</table>

|	
Strategies *(Include strategies used by the educator to support meeting the needs for student growth)*	• Repeated practice with various data/information to analyze and evaluate. • Posting of essential questions • Peer tutoring • Familiarize students with state scoring guide and break it down into student friendly language • Students practice in self-assessment using the scoring guide
Professional Learning and Support *(Identify areas of additional learning and support needed by the educator to meet SLG)*	• Classroom time to implement activities • Classroom budget for supplies to perform authentic inquiry tasks

EXAMPLE OF TEACHER SLG GOAL: Math, 1st Grade

Grade Level: ☒ Elementary   ☐ Middle School   ☐ High School
Goal Type: ☒ Individual Goal   ☐ Team Goal

Content Standard(s)/Skills Addressed *(e.g., 8.3S.2 [science] PE.03.EE.04 (Physical Education])*	Common Core State Standards for Mathematics 1.OA 6 Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten; decomposing a number leading to a ten; using the relationship between addition and subtraction and creating equivalent but easier or known sums.
Assessments	Category 1 _____ X Category 2 District developed math assessment.
Context/Students *(Include number of students, gender, race/ethnicity, socioeconomic status, diverse learners, contact time)*	My first Grade class has 28 students. 2 students are English Language Learners, 13 are male and 15 females, and 10 students receive Free and Reduced Lunch. Our mathematics block occurs for 60 minutes right after lunch.
Baseline Data *(Summary of student strengths and weaknesses based on data analysis)*	End of the year 2012-2013 data showed that 80% of the kindergarten students scored at least 80% on the End-of- year kindergarten assessment. However, analysis of data for specific sections of that test showed that only 60% of students showed mastery of the fact fluency through 5. Students during the first grade are expected to have fluency through all the facts to ten. Fluency and automaticity are important skills as students move forward. 1. Analyze Pretest of fact fluency to 5. 2. Use the first grade EOY test given at the beginning of the year as a pretest. 3. Use the second grade EOY test given at the beginning of the year as a pretest for Above Grade Level first grade students.
Student Growth Goal (Targets)	100% of the first grade students will demonstrate growth in fluency of the mathematics basic facts through 10 as measured by performance on the basic fact assessments for quarters 1, 2, 3, and 4 and End-of-Year Assessment. Above grade level students will demonstrate proficiency on basic facts through 20.

		• All students who demonstrated mastery of 0-30% of the basic facts on the Beginning-of-the-Year baseline data will increase mastery to at least 50% on the End-of-the-Year Assessment. • All students who demonstrated mastery of 31-45% of the basic facts on the Beginning-of-the-Year baseline data will increase mastery to at least 65% on the End-of-the-Year Assessment. • All students who demonstrated between 46 and 55% mastery of basic facts on baseline data will increase mastery to at least 70% on the End-of-the-Year Assessment. • All students who demonstrated between 56 and 69% mastery of basic facts on baseline data will increase mastery to at least 75% on the End-of-the-Year Assessment. • All students who demonstrated between 70 and 79% mastery of basic facts on baseline data will increase mastery to at least 80% on the End-of-the-Year Assessment. • All students who demonstrated 80% mastery of basic facts on baseline data will increase mastery to at least 90% on the End-of-the-Year Assessment. *Please note: Students identified by IEP teams as having significant cognitive disabilities will have individual targets.
Rationale *(Describe how the focus of the goal was determined)*	This area was selected as it was 20% lower in overall performance on the district assessment. As a team, it was decided that fluency must increase at earlier grades for students to master math skills at the upper grades. The tiers for specific performance levels are made to facilitate interventions and focus to bring students performing at lower levels on track with their peers by the end of 3rd grade.
Strategies *(Include strategies used by the educator to support meeting the needs for student growth)*	• Be purposeful when planning lessons to include challenging mathematical tasks that elicit the Mathematics Practices in their students. • Focus on decomposition of number and mental math strategies. • Refer to Teaching Addition and Subtraction Fact strategies to ensure students have strategies to find the basic facts prior to building fluency. • Focus team data conversations on sharing data and analyzing student progress on classroom-based lessons to develop fact fluency. • Differentiate instruction based on use of formative assessments throughout the year. • Provide flexible grouping and the use of small skill groups (run by interventionists) to address individual and small group learning needs.
Professional Learning and Support *(Identify areas of additional learning and support needed by the educator to meet SLG)*	• Teaching partner, educational assistants • Professional development on developing common formative assessments

Professional Development Aligned with Evaluation

Our professional development cycle includes a teacher's assessment of their PD needs and goals, finding appropriate PD opportunities to address those needs, application of the learning that occurred in the PD, interim review of the PD's effectiveness in meeting PD goal, and final review of PD outcomes. The cycle of PD mirrors the evaluation cycle.
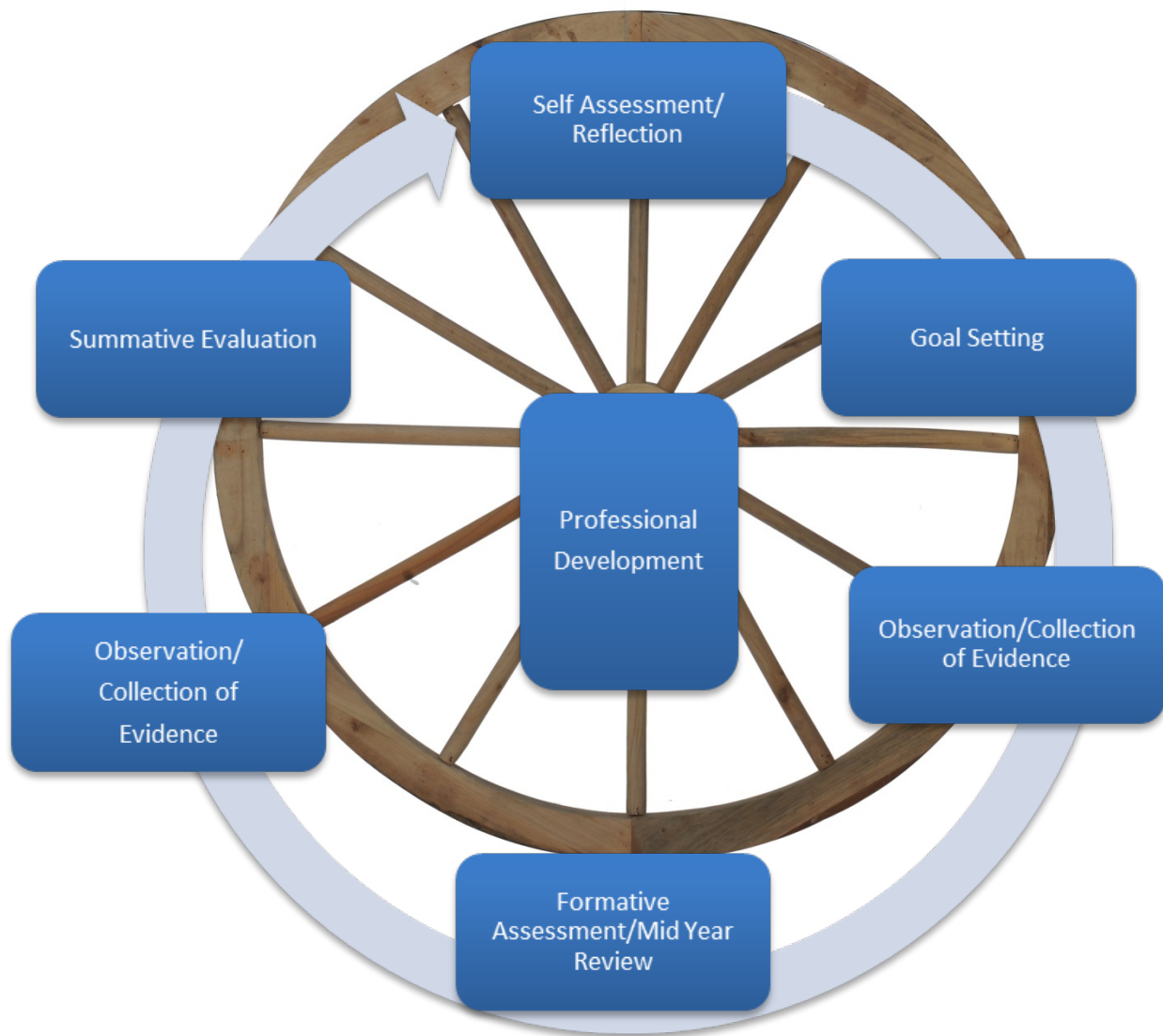
Professional Growth Plan Tracking Form (SAMPLE)

To be completed during the Professional Growth Activity

	Activities/Methods	Resources Needed	Timeline
1	Monthly meetings on 3rd Tues. from 3:30-4:30		
2	Learn Action Research methods, determine data collection techniques and pre-assess students	Examples of action research in writing	October and November
3	Review writing traits	Copies of traits	December
4	Attend conference on writing techniques	Funding options	January (through ESD)
5	Implementing writing techniques	TBD	February
6	Collect preliminary data	Data collection system	March
7	Score student papers	Writing samples	On-going starting in March

How will you document evidence of professional growth?

- Certificate of training
- Data and analysis documented/shared
- Writing samples used

Reflection… (Complete at the end of your professional growth activity):

The Professional Growth Activity results or progress have been discussed between the supervisor and the teacher at the end of the activity.

_____   _____   _____

Teacher   Supervisor   Date

Glossary of Terms

Contract Teacher: Any teacher who has successfully completed three years as a probationary teacher in Bend-La Pine Schools**.**

Differentiation: Adapting instruction to individual learning needs.

Domain: Six (6) broad categories containing 30 standards for teaching effectiveness.

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

Forms of Assessment:

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

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

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

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

Growth Cycle: Contract teachers participate in the growth cycle. By October 15, teachers will submit their Professional Growth Plan to their supervisors. A yearly reflection meeting with their supervisors should be completed by June 1.

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

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

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

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

Mini-observations: The purpose of the mini-observation is for the supervisor to observe SOTEL. Contract teachers will be informally observed a minimum of six (6) times per year. Observations will last five (5) to ten (10) minutes and will be followed up with written or verbal feedback from the supervisor within 24 hours. Mini-observations are to be unscheduled and unannounced to the participating teacher.

Performance Levels: Levels used to rate teachers on the standards are based on the following scale: *Highly Effective, Effective, Areas for Growth* and *Does Not Meet*. It is important to realize that although this system defines how to evaluate teachers according to standards, determinations about teacher performance can also be made according to state law, and there are instances when state law would supersede this evaluation system.

• **Highly Effective:** The teacher's skills in this content area are in the top 10% of their field and can serve as a model and example to other teachers. There must be significant evidence for a teacher to be ranked highly effective on a teaching standard.

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

• **Basic:** The performance is satisfactory, but there are specific areas that can be improved.

• **Unsatisfactory:** The performance is unacceptable and must improve significantly.

Performance Evaluation: A conference to review mini and formal observation data in the context of the Bend-La Pine Schools performance evaluation rubric.

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

Possible Evidence: Verification or proof of the teaching standards in action.

Probationary Teacher: Any teacher in their first three (3) years of teaching in any Bend-La Pine school.

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

Professional Growth Plan: Activities selected to improve teaching effectiveness and student learning. This plan includes one (1) to three (3) goals and will be designed yearly between a certified employee and building administrator. Each plan shall include measurable outcomes that are evidenced through data collection. This plan is reviewed at the Yearly Reflection Meeting.

Repertoire: A variety of instructional techniques or methods.

Standard: Performance criteria used by teachers to set goals and used by supervisors to evaluate or review teacher effectiveness. These 28 standards represent Bend-La Pine Schools' criteria of effective teaching.

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

Yearly Reflection Meeting: A meeting between a teacher and supervisor, held by June 15th for the purpose of reflecting on and evaluating the teacher's progress. Prior to this meeting, the teacher completes the Yearly Evaluation Form and submits to their supervisor. At the meeting:

• the supervisor and teacher review the Yearly Evaluation Form; the supervisor highlights a performance level for each standard,

• the supervisor and teacher discuss progress towards goals as detailed on the teacher's Goal-Setting Form,

• the supervisor and teacher discuss progress toward meeting the teacher's Professional Growth Plan, and

• the supervisor makes a written recommendation regarding continued employment.

The Oregon Matrix for Summative Evaluations for Teachers and Administrators

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

Y-AXIS: Combined Rating on Professional Practice and Professional Responsibilities (PP/PR)		LEVEL 1 (Lowest)	LEVEL 2	LEVEL 3	LEVEL 4 (Highest)
	LEVEL 4 (Highest)	COLLEGIAL PLAN With focus on SLG Goals / *SLG INQUIRY due to LOW level of fidelity between measures **3**	FACILITATIVE or COLLEGIAL PLAN With focus on SLG Goals Determined post inquiry / *SLG INQUIRY due to only SOME level of fidelity between measures **3 or 4**	FACILITATIVE PLAN Educator leads development of Professional Growth Plan / GOOD level of fidelity between measures **4**	FACILITATIVE PLAN Educator leads development of Professional Growth Plan / HIGHEST level of fidelity between measures **4**
	LEVEL 3	COLLEGIAL or CONSULTING PLAN With focus on SLG Goals Determined post inquiry / *SLG INQUIRY due to SOME level of fidelity between measures **2 or 3**	COLLEGIAL PLAN With focus on SLG Goals / GOOD level of fidelity between measures **3**	COLLEGIAL PLAN Educator and evaluator collaboratively develop Professional Growth Plan / HIGHEST level of fidelity between measures **3**	COLLEGIAL PLAN Educator and evaluator collaboratively develop Professional Growth Plan / GOOD level of fidelity between measures **3**
	LEVEL 2	CONSULTING PLAN With focus on SLG Goals / Evaluator consults with the educator and guides development of Professional Growth Plan / GOOD level of fidelity between measures **2**	CONSULTING PLAN With focus on SLG Goals / Evaluator consults with the educator and guides development of Professional Growth Plan / HIGHEST level of fidelity between measures **2**	CONSULTING PLAN Evaluator consults with the educator and guides development of Professional Growth Plan / GOOD level of fidelity between measures **2**	COLLEGIAL or CONSULTING PLAN Determined post inquiry / *PP/PR INQUIRY due to only SOME level of fidelity between measures **2 or 3**
	LEVEL 1 (Lowest)	DIRECTED PLAN With focus on SLG Goals / Evaluator determines Professional Growth Plan / HIGHEST level of fidelity between measures **1**	DIRECTED PLAN With focus on SLG Goals / Evaluator determines Professional Growth Plan / GOOD level of fidelity between measures **1**	CONSULTING or DIRECTED PLAN Determined post inquiry / *PP/PR INQUIRY due to only SOME level of fidelity between measures **1 or 2**	CONSULTING PLAN Evaluator consults with the educator and guides development of Professional Growth Plan / *PP/PR INQUIRY due to only LOW level of fidelity between measures **2**

X-AXIS: Rating on Student Learning and Growth

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