



# Professional Growth and Evaluation Handbook for Teachers

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

September 2022

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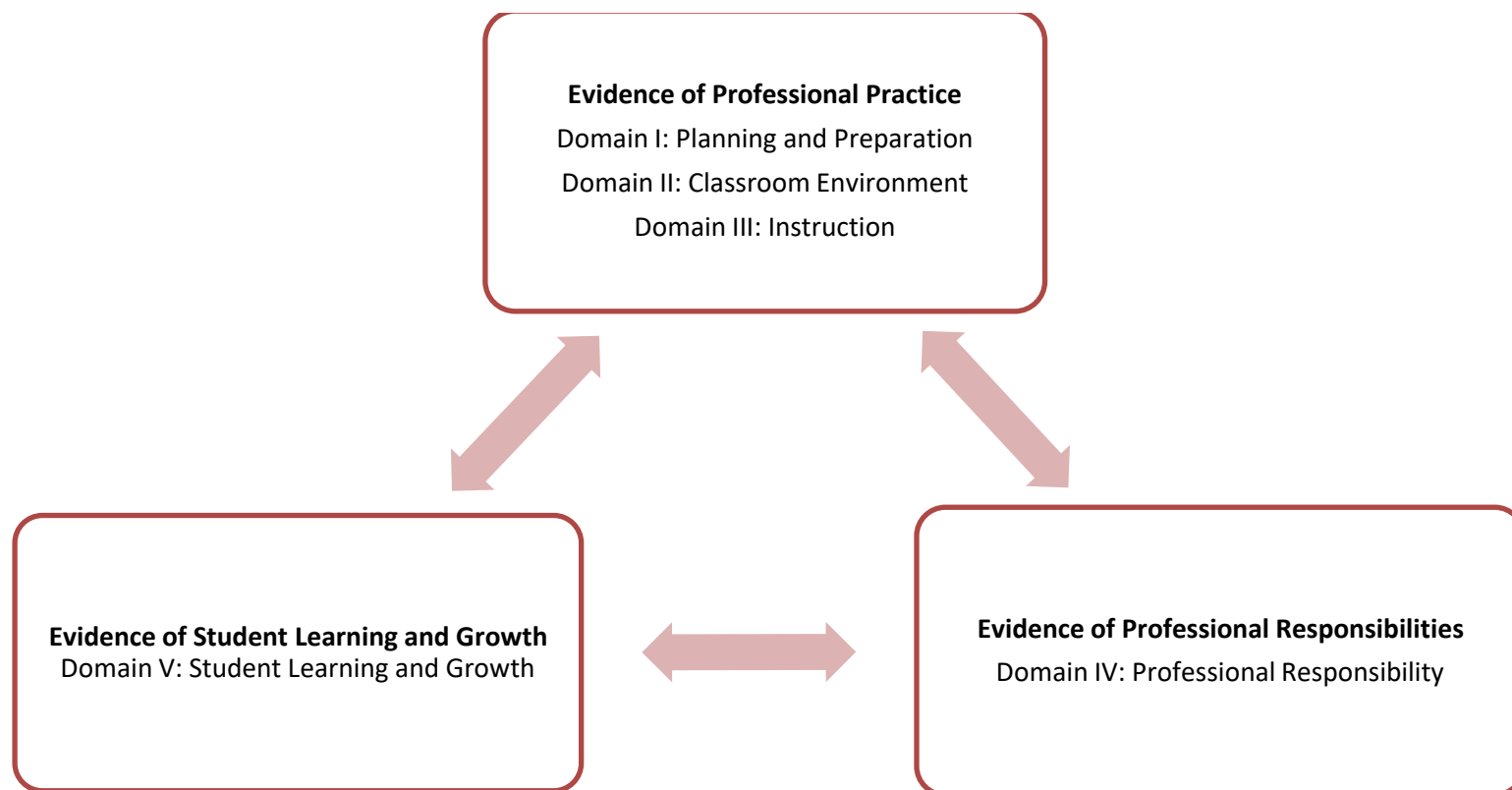
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## Multiple Measures of Educator Practice

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



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

# Santiam Canyon

## Educator Effectiveness

### Contract and Probationary Time Line

	Contract Teachers	Probationary Teachers
August	In-service – Teacher evaluation procedures and process	In-service – Teacher evaluation procedures and process
September	Pre-evaluation interview – Goal setting Professional Growth Plan- Goal writing	Pre-evaluation interview – Goal setting Professional Growth Plan- Goal writing
October	Submit written Goals by October 20 Informal visits and formal observations begin	Submit written Goals by October 20 Informal visits and formal observations begin
November	Informal visits and formal observations	Informal visits and formal observations
December	Informal visits and formal observations	Check goals progress Informal visits and formal observations
January	Check goals progress Informal visits and formal observations	Informal visits and formal observations
February	Informal visits and formal observations	Informal visits and formal observations
March	Board Action on renewal or extension Notification of Employment March 15	Board Action on renewal or extension Notification of Employment March 15
April	Check goals progress Informal visits and formal observations	Check goals progress Informal visits and formal observations
May	Conference for final evaluation Final evaluation May 15 Informal visits and formal observations Final goals assessment	Conference for final evaluation Final evaluation May 15 Informal visits and formal observations Final goals assessment
June	Plan new goals for following year	Plan new goals for following year

### **PERFORMANCE EVALUATION CYCLE**

All probationary teachers or contracted teachers rated Basic or Unsatisfactory in the Santiam Canyon School District will be evaluated annually. Contracted teachers with Proficient or Exemplar ratings will be evaluated on a 2-year cycle.

Contract teachers in the evaluation year will be observed and evaluated using all 5 Domains.

Contract teachers in the non-evaluation year will be observed using Domain 5 only.

Each performance evaluation cycle will include self-assessment, goal setting, observations and a written evaluation.

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

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

### **GOAL SETTING**

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

- Teachers who are responsible for student learning in tested subjects and grades (i.e., ELA and mathematics in grades 3-8, 11) will use state assessments as one measure (Category 1) and will also select one or more additional measures from Category 2 or 3 that provide additional evidence of students' growth and proficiency/mastery of the standards, and evidence of deeper learning and 21<sup>st</sup> century skills.
- Teachers in non-tested (state test) subjects and grades will use measures that are valid representations of student learning standards from at least two of the following three categories, based on what is most appropriate for the curriculum and students they teach.

#### **Types of Measures for Student Learning and Growth for Teacher Evaluations**

<b>Category</b>	<b>Types of Measures (aligned to standards)</b>	<b>Examples include, but are not limited to:</b>
1	State or national standardized tests	Oregon Assessment of Knowledge and Skills (OAKS), SMARTER Balanced (when adopted), English Language Proficiency Assessment (ELPA), Extended Assessments, Fitness gram
2	Common national, international, regional, district-developed measures	ACT, EasyCBM, EXPLORE, AP, IB, DIBELS, C-PAS, other national measures; or common assessments approved by the district or state as valid, reliable and able to be scored comparably across schools or classrooms
3	Classroom-based or school-wide measures	Student performances, portfolios, products, projects, work samples, tests, graduation rates, dropout rates, attendance data, student behavior data

### **OBSERVATION FREQUENCY**

	<b>MINIMUM OBSERVATIONS</b>	<b>FORMAL OBSERVATIONS</b>
<b>Probationary Teachers</b>	A minimum of three (3) observations is required for by February 15 <sup>th</sup> , with a minimum of five (5) by May 15 <sup>th</sup> .	*One of the minimum observations must be a formal observation, completed by February 15 <sup>th</sup> .
<b>Contract Teachers (in an evaluation year)</b>	A minimum of three (3) observations is required for teachers in the evaluation year by February 15 <sup>th</sup> , with a minimum of four (4) by May 15 <sup>th</sup> .	None required
<b>Contract Teachers (not in evaluation year)</b>	A minimum of one (1) observation by February 15 <sup>th</sup> , with a minimum of two (2) by May 15 <sup>th</sup> .	None required

*\*Required formal observations may be waived and replaced with mini observations, if mutually agreed upon.*

### **MINI-OBSERVATION**

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

Feedback will be given to the teacher after each mini-observation and will be given in written form. **Face-to-face opportunities for feedback will be requested by either the teacher or administrator, as needed.**

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

### **FORMAL OBSERVATION PROCESS**

#### **I. Pre-Conference\***

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

- May be waived by mutual consent of teacher and supervisor.

#### **II. Observation**

During the classroom observation, the supervisor will collect specific data based on the following 3 Domains and 11 Standards where applicable.

##### **I. Planning and Preparation**

1. Knowledge of Content
2. Knowledge of Students
3. Instructional Goal Setting
4. Lesson Design
5. Assessment Planning

##### **II. Classroom Environment**

6. Climate of Respect and Learning
7. Classroom Procedures and Physical Environment
8. Managing Student Behavior

##### **III. Instruction**

9. Lesson Delivery
10. Feedback to Students

#### 11. Assessment for Learning

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

#### III. Reflection Sheet

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

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

#### IV. Reflection Conference

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

### **PLAN OF ASSISTANCE FOR IMPROVEMENT**

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

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

1. A description of the deficiency (ies) which need(s) to be changed (in a teacher's conduct or performance), citing specific criterion of the job description and performance standards.
2. A description of the supervisor's expectations of how the teacher is to remedy the deficiency.
3. Assistance for achieving the desired expectation to meet the desired level of performance including criteria for measurement, assessment techniques and resources to be used.
4. Peer assistance will be used where reasonable and practicable. The district supports the utilization of peer assistance whenever practicable and reasonable to aid teachers to better meet the needs of students. Peer assistance is voluntary and thereby no witness or document related to the peer assistance or the record of peer assistance shall be admissible in any proceeding that may occur as a result of the Program of Assistance for Improvement.
5. The date by which the plan must be completed.

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

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

# Santiam Canyon School District Standards of Professional Practice and Scoring Rubric



## Santiam Canyon Standards of Professional Practice

Domain I: Planning & Preparation
<b>Standard 1: Knowledge of Content</b>
1.1 Shows an effective command of the subject to guide student learning.
1.2 Uses effective instructional resources, including technology, to communicate content knowledge.
1.3 Takes an active role in adopting new content standards and frameworks to their teaching.
<b>Standard 2: Knowledge of Students</b>
2.1 Builds upon students' knowledge and experience.
2.2 Uses school and district resources to support and advocate for student needs.
2.3 Recognizes and addresses students' learning styles.
<b>Standard 3: Instructional Goal Setting</b>
3.1 Selects appropriate instructional goals based upon national, state, and local standards.
3.2 Selects goals that are measurable and states them in terms of student learning.
3.3 Selects goals appropriate for students.
<b>Standard 4: Lesson Design</b>
4.1 Designs coherent instruction that reflects research-based best practice.
4.2 Designs instruction that promotes critical thinking and problem solving.
4.3 Ensures that the curriculum is relevant to student needs.
4.4 Adheres to approved Scope and Sequence of subject matter.
<b>Standard 5: Assessment Planning</b>
5.1 Is familiar with content area, school, district, and state assessment methods and options.
5.2 Uses assessments that are congruent with instructional goals.
5.3 Develops and uses a variety of formative and summative assessment tools and information for planning, instruction, feedback, and reflection.
Domain II: Classroom Environment
<b>Standard 6: Climate of Respect and Learning</b>
6.1 Creates an environment that promotes equity, respect, and positive interpersonal interactions.
6.2 Interactions are appropriate to developmental and cultural norms.
6.3 High expectations for student success, quality work, and student achievement.
6.4 Students are actively engaged.
<b>Standard 7: Classroom Procedures and Physical Environment</b>
7.1 Develops and employs classroom procedures that promote student learning and facilitate positive classroom interaction consistent with building and district programs.
7.2 Designs a safe and accessible classroom environment for all students.
7.3 Facilitates smooth transitions with little loss of instructional time.
7.4 Ensures all students have access to materials, technology, and necessary resources.
<b>Standard 8: Managing Student Behavior</b>
8.1 Clearly communicates and enforces classroom and school expectations.
8.2 Addresses inappropriate behavior consistently and appropriately.
8.3 Proactively addresses student behavior.

<b>Domain III: Instruction</b>
<b>Standard 9: Lesson Delivery</b>
9.1 Exhibits lesson delivery that is clear, reflects appropriate pacing, and uses a variety of effective teaching strategies.
9.2 Activates students' prior knowledge.
9.3 Differentiates instruction to meet the needs of diverse learners.
9.4 Uses a variety of questioning and discussion techniques that elicit student reflection and higher order thinking.
9.5 Uses technology effectively.
9.6 Uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, and writing.
<b>Standard 10: Feedback to Students</b>
10.1 Demonstrates ability to listen to students and responds appropriately.
10.2 Provides constructive feedback that facilitates learning and academic growth.
10.3 Provides constructive feedback that is consistent, ongoing, timely and in a variety of forms.
<b>Standard 11: Assessment for Learning</b>
11.1 Uses assessment data to prepare for individual and group instruction, including re-teaching when necessary.
11.2 Uses formative assessment during classroom instruction to facilitate student learning.
11.3 Demonstrates the ability to use summative assessments to guide and inform instruction through the collection, maintenance, and analysis of classroom, district, and state assessments.
11.4 Engages students in assessing their own learning.
<b>Domain IV: Professional Responsibilities</b>
<b>Standard 12: Professional Growth</b>
12.1 Actively participates in professional development opportunities relevant to teaching assignment.
12.2 Actively engages in meaningful goal setting.
12.3 Pursues professional growth through reflection, self-assessment, learning, and knowledge of best practices.
<b>Standard 13: Record Keeping and Communication</b>
13.1 Carries out duties as assigned.
13.2 Maintains accurate records according to district and building protocols.
13.3 Knows and adheres to district job description and standards of performance including Competent and Ethical Educator Standards.
13.4 Maintains appropriate confidentiality.
13.5 Communicates effectively and respectfully with all stakeholders: students, parents, colleagues and supervisor.
13.6 Facilitates meetings effectively.
13.7 Effectively and appropriately collaborates with colleagues and other professionals.
<b>Standard 14: Commitment to Instructional Initiatives</b>
14.1 Is aware of, and supports, building and district instructional priorities.
14.2 Knows and actively participates in building and district instructional initiatives.
<b>Domain V: Student Learning and Growth</b>
<b>Standard 15: Student Growth on Formative/Summative Assessments</b>
15.1 Is aware of student academic growth.
15.2. Can show proof of student growth.
<b>Standard 16: Student Growth Measured by Performance on Standardized Assessments</b>
16.1 Administers/utilizes appropriate standardized assessments adhering to professional guidelines.
16.2. Designs and delivers instruction based on content standards to prepare students for standard assessments.
<b>Standard 17: Student Growth on Performance Assessments</b>
17.1 Maintains appropriate records to document student growth.
17.2. Uses an appropriate proficiency based rubric to assess student growth.

DOMAIN I: PLANNING AND PREPARATION		UNSATISFACTORY	BASIC	PROFICIENT	EXEMPLARY
	<b>Standard 1:</b> <b>Knowledge of Content</b> Does the teacher... <b>1.1</b> show an effective command of the subject to guide student learning? <b>1.2</b> use effective instructional resources, including technology, to communicate content knowledge? <b>1.3</b> take an active role in adopting new content standards and frameworks to teaching?	*The teacher <b>does not</b> have a command of the subject. *There are many student misconceptions about content material covered. *Very few resources are used to communicate content knowledge. *The content taught is seldom related to national, state, or district standards. *The teacher is unaware or has little knowledge of content standards. *The teacher <b>does not</b> correct student errors.	*The teacher has a <b>satisfactory</b> command of subject knowledge. *Adequate resources are used to communicate content knowledge, and the content taught is sometimes related to national, state, or district standards. *The teacher is aware of <b>some</b> content standards and uses them to guide instruction.	*The teacher has a <b>strong</b> command of the subject. *Resources are used to communicate content knowledge, and the content taught can easily be related to national, state, or district standards. *The teacher has <b>strong</b> content knowledge and uses that knowledge to guide instruction.	*High levels of intrinsic motivation mark authentic learning. * <b>Extensive</b> resources are used to communicate content knowledge, and the content taught can easily be related to national, state, or district standards. *The teacher has <b>deep</b> content knowledge and uses that knowledge to guide instruction.
	<b>Standard 2:</b> <b>Knowledge of Students</b> Does the teacher... <b>2.1</b> build upon students' knowledge and experience? <b>2.2</b> use school and district resources to support and advocate for student needs? <b>2.3</b> recognize and address students' learning styles?	*The teacher <b>does not</b> build upon students' prior knowledge or experience. *The teacher is unaware of a students' cultural background, and puts forth little effort to understand student background, culture, and learning style. *The teacher rarely accesses school or district resources to meet student needs. *The teacher seldom understands or seeks out the learning styles, interests or special needs of his/her students.	*The teacher builds upon students' prior knowledge and experiences. *The teacher is <b>sometimes</b> aware of the cultural differences in a student's background, and <b>sometimes</b> puts forth effort to understand student background, culture, and learning style. *The teacher uses this knowledge to adjust whole group instruction, but rarely adjusts or accommodates individual instruction. *The teacher occasionally access school or district resources to meet student needs.	*The teacher <b>frequently</b> builds upon students' prior knowledge and experiences and is aware of the cultural differences of the majority of the students. *The teacher puts forth effort to understand student background, culture, learning style and special needs to make instructional and individual adjustments based upon this knowledge. *The teacher accesses school or district resources to meet student needs.	*The teacher builds upon students' prior knowledge and experiences and is <b>acutely</b> aware of the cultural differences of all students. *The teacher puts forth great effort to understand student background, culture, and learning style and frequently makes instructional and individual adjustments based upon this knowledge. *The teacher often accesses school or district resources to meet student needs. *The teacher seeks out the learning styles of the students and actively designs instruction that will most closely match the learning needs of all students.
	<b>Standard 3:</b> <b>Instructional Goal Setting</b> Does the teacher...	*The teacher has <b>minimal</b> knowledge of state content standards.	*The teacher has adequate knowledge of state content standards.	*The teacher has <b>definite</b> knowledge of state content standards.	*The teacher has an <b>expert</b> knowledge of state content standards.

	<p>3.1. select appropriate instructional goals based upon national, state and local standards?</p> <p>3.2. select goals that are measurable and state them in terms of student learning?</p> <p>3.3. select goals appropriate for students?</p>	<p>*Lesson plans are minimal.</p> <p>*Goals that are developed are not stated in terms of student learning, and are difficult to measure.</p> <p>*Few goals are designed for students with different learning styles or cultural backgrounds.</p> <p>*Outcomes often lack rigor.</p>	<p>*Lesson plans <b>sometimes</b> include instructional goals that cannot be easily measured.</p> <p>*The teacher has limited goals for students with different learning styles or cultural backgrounds.</p>	<p>*Lesson plans include daily learning goals/objectives. Instructional goals are stated in terms of student learning.</p> <p>*Students are encouraged to be a part of the goal setting process.</p> <p>*The teacher monitors goals they have set and adjusts them based upon student learning.</p>	<p>*Lesson plans are detailed and include daily learning goals/objectives.</p> <p>*Instructional goals are stated in terms of student learning and can be measured.</p> <p>*The teacher is able to set goals for students with different learning styles or cultural backgrounds and use those goals to guide instruction.</p> <p>*The teacher <b>consistently</b> monitors goals they have set and adjusts them based upon student learning. All outcomes represent rigor and important learning.</p>
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DOMAIN I: PLANNING AND PREPARATION					
	Standard 4: Lesson Design	UNSATISFACTORY	BASIC	PROFICIENT	EXEMPLARY
	Does the teacher... 4.1 design coherent instruction that reflects research-based best practices? 4.2. design instruction that promotes critical thinking and problem solving? 4.3 ensure that the curriculum is relevant to student needs? 4.4. adhere to the approved scope and sequence of the subject matter?	<p>*The teacher's long-range instructional plans are very <b>limited</b>.</p> <p>*Lessons are not thoughtful, relevant, and engaging for students.</p> <p>*The plans that have been developed tend to be only for the near future and are <b>limited</b> to activities rather than outcomes that can be measured or able to authentically engage students in relevant and meaningful school work.</p> <p>*Teacher <b>does not</b> seek out extra resources.</p>	<p>*The teacher has developed long-range instructional plans and has a system for lesson design that promotes critical thinking and problem-solving.</p> <p>*The curriculum design is <b>somewhat</b> relevant to student needs and is occasionally focused on measurable outcomes.</p> <p>*The teacher <b>sometimes</b> uses appropriate resources beyond the textbook.</p>	<p>*The designed lessons have articulated long range and short term outcomes that are <b>almost always</b> focused on student learning.</p> <p>*The lesson design reflects research-based best practices, critical thinking, problem-solving, and project-based learning.</p> <p>*The planned lesson is almost always relevant to student needs and interests and is adjusted as the learning progresses throughout the year, so that it almost always current, relevant, and engaging.</p> <p>*The teacher uses resources beyond the textbook to enhance instruction.</p>	<p>*The designed lesson has articulated long range and short term outcomes that are <b>always</b> focused on student learning.</p> <p>*The lesson design reflects research-based best practices, promotes critical thinking, problem-solving and project-based learning.</p> <p>*The planned lesson is highly relevant to student needs and interests and is adjusted as the learning progresses throughout the year, so that it is <b>always</b> current, relevant, and engaging.</p> <p>*The teacher uses resources beyond the textbook to enhance instruction.</p>
	Standard 5: Assessment Planning	UNSATISFACTORY	BASIC	PROFICIENT	EXEMPLARY
	Does the teacher... 5.1. remain familiar with the content area and with school, district and state assessment methods and options? 5.2. use assessments that are congruent with instructional goals? 5.3. develop and use a variety of formative and summative assessment tools and information for planning instruction, feedback and reflection?	<p>*The teacher is <b>not familiar</b> with the wide variety of state, district, and school assessment methods and options.</p> <p>*As a result, the teacher is not able to use those assessments effectively and <b>does not</b> use them to guide instruction. *The teacher uses very few formative and summative assessment tools and rarely collaborates when it comes to assessment planning.</p>	<p>*The teacher is partially aware of district, school, and state assessments and <b>occasionally</b> uses formative and summative assessments to guide instruction.</p> <p>*The assessments are at times congruent with instructional goals for students.</p> <p>*The teacher <b>sometimes</b> collaborates with colleagues in the planning and use of assessments.</p>	<p>*The teacher is generally <b>aware</b> of district, school, and state assessments and as a rule uses formative and summative assessments to guide instruction.</p> <p>*The assessments are congruent with whole group and individual instructional goals.</p> <p>*The teacher usually collaborates with others to plan common assessments.</p> <p>*Activities provide opportunities for higher level thinking.</p>	<p>*The teacher is <b>acutely</b> aware of district, school, and state assessments and effectively uses a variety of formative and summative assessments to guide instruction.</p> <p>*The assessments are <b>strongly</b> congruent with whole group and individual instructional goals. *The teacher also designs formative assessments and frequently collaborates with others to plan common assessments.</p> <p>*Students participate in designing rubrics and assessments that match teacher specified learning.</p>

**Possible evidence to look for:**

- ✓ Deep knowledge of content is communicated in a variety of forms (classroom artifacts, resources made available to students, etc.).
- ✓ Student success on classroom-based assessments.
- ✓ The teacher has a strong command of subject matter and possesses deep content knowledge.
- ✓ The teacher is always learning new things about the content.
- ✓ The teacher has set learning goals for students that can be measured.
- ✓ Year-long, unit, and weekly lesson plans have been developed that include instructional goals and learning outcomes.
- ✓ Lesson and unit objectives are written on the board or posted in the classroom for students to see and understand.
- ✓ Standards, goals and learning objectives are communicated with stakeholders.
- ✓ Teacher practice reflects understanding of topics and concepts and provides a link to prior knowledge.
- ✓ Lesson quality reflects rigorous and important learning in the content material.

DOMAIN II: CLASSROOM ENVIRONMENT		UNSATISFACTORY	BASIC	PROFICIENT	EXEMPLARY
	<b>Standard 6:</b> <b>Climate of Respect and Learning</b> Does the teacher... 6.1. create an environment that promotes equity, respect and positive interpersonal interactions? 6.2. interact with students appropriately to developmental and cultural norms? 6.3. have high expectations for student success, quality work and student achievement? 6.4. keep students actively engaged?	*The teacher <b>has not</b> been able to create a classroom environment that promotes equity, respect, and positive interactions. *Inappropriate interactions between students are common. *The teacher <b>does not</b> have high expectations for student success, quality work, or achievement. *Passive, retreating, or rebellious actions mark student behavior. Students are <b>occasionally</b> engaged and demonstrating learning.	*The teacher has created an environment that <b>sometimes</b> supports equity, respect, and positive interactions. *Student to student interactions are <b>sometimes</b> positive and appropriate to cultural norms. *There are expectations for student success, quality work, and achievement, but those expectations only <b>sometimes</b> result in student engagement and learning. *Students are engaged and <b>sometimes</b> demonstrate learning and achievement in a variety of ways.	*The teacher has created an environment that <b>typically</b> promotes equity, respect, and positive interactions. *Student to student interactions are <b>frequently</b> positive and appropriate to cultural norms. *There are appropriate expectations for student success, quality work, and achievement. *Student engagement and learning is frequently evident and demonstrated in a variety of ways.	* The teacher has created an environment that <b>strongly</b> promotes equity, respect and positive interactions. *Student to student interactions are <b>consistently</b> positive and appropriate to cultural norms. There are high expectations for student success, quality work, and achievement. *Student engagement and authentic learning are consistently evident and is demonstrated in a variety of ways.
	<b>Standard 7:</b> <b>Classroom Procedures and Physical Environment</b> Does the teacher... 7.1. develop and employ classroom procedures that promote student learning and facilitate positive classroom interaction consistent with building and district programs? 7.2. design a safe and accessible classroom environment for all students? 7.3. facilitate smooth transitions with little loss of instructional time? 7.4. ensure all students have access to materials, technology and necessary resources?	*The teacher <b>does not</b> have a clear system to manage classroom procedures; as a result, student learning is compromised. *The classroom environment is not always safe and accessible for all. *There is loss of instructional time during transitions and students do not have consistent access to the materials they need to be successful. *There are low to medium expectations for student achievement.	*The teacher has a <b>somewhat</b> clear system to manage classroom procedures; as a result, student learning is sometimes supported. *Most of the time the classroom environment is safe and accessible for all. *There is some loss of instructional time during transitions and students <b>do not</b> usually have access to the materials they need to be successful. *The classroom culture is characterized by a low commitment to learning.	*The teacher has developed an <b>effective</b> and <b>efficient</b> system to manage classroom procedures; as a result, student learning is frequently supported. *The classroom environment is safe and accessible for all. There is little loss of instructional time during transitions and students have consistent access to materials they need to be successful. *Students complete work of high quality.	*The teacher has developed an <b>extremely</b> effective and efficient system to manage classroom procedures; as a result, student learning is <b>consistently</b> supported. *The classroom environment is safe and accessible for all. *There is no loss of instructional time during transitions and students have high access to the materials they need to be successful. *Students take initiative in improving the quality of their learning.

DOMAIN II: CLASSROOM ENVIRONMENT	<b>Standard 8:</b> <b>Managing Student Behavior</b> Does the teacher... <b>8.1.</b> clearly communicate and enforce classroom and school expectations? <b>8.2.</b> address inappropriate behavior consistently and appropriately? <b>8.3.</b> proactively address student behavior?	UNSATISFACTORY	BASIC	PROFICIENT	EXEMPLARY
		<p>*The teacher <b>does not</b> have a clear system of classroom expectations and <b>does not</b> clearly communicate or enforce classroom and school expectations.</p> <p>*As a result, inappropriate student behavior occurs on a regular basis.</p> <p>*The teacher reacts to negative behavior rather than proactively promoting positive behavior.</p> <p>*There is little evidence that students know or follow an established routine.</p>	<p>*The teacher has developed classroom expectations that are <b>sometimes</b> effective.</p> <p>*Classroom and school expectations are communicated and enforced on a regular basis; however, student behavior is appropriate only some of the time.</p> <p>*The teacher is <b>sometimes</b> proactive, and is not able to prevent negative behavior through monitoring, pre-teaching, reminders and positive reinforcement.</p>	<p>*The teacher has developed classroom expectations that are <b>frequently</b> effective.</p> <p>*Classroom and school expectations are frequently communicated and enforced.</p> <p>*The teacher is involved in supporting positive behavior beyond the classroom.</p> <p>*Student behavior is <b>usually</b> appropriate.</p> <p>*The teacher is frequently proactive and able to prevent negative behavior through monitoring, pre-teaching, reminders, and positive reinforcement.</p>	<p>*The teacher has developed <b>consistently</b> effective classroom expectations.</p> <p>*Classroom and school expectations are consistently communicated and enforced.</p> <p>*The teacher is involved in supporting positive behavior beyond the classroom.</p> <p>*Student behavior is <b>almost always</b> appropriate.</p> <p>*The teacher is consistently proactive, and is able to prevent negative behavior through monitoring, pre-teaching, reminders, positive reinforcement and a host of other strategies.</p> <p>*Students take an initiative to ensure that their classroom runs smoothly.</p>

**Possible evidence to look for:**

- ✓ Classroom and student displays promote a climate of learning and respect.
- ✓ Students treat other students, staff, and community in positive and appropriate ways.
- ✓ The teacher promotes a classroom of respect and learning; genuine warmth, caring and sensitivity is shown to students.
- ✓ The teacher demonstrates knowledge of behavior systems and uses them effectively.
- ✓ Students treat equipment, materials, and facilities with respect.
- ✓ Classroom is organized and welcoming.
- ✓ Transitions are smooth and maximize instructional time.
- ✓ The teacher has a clear and articulated system for managing all classroom procedures.
- ✓ Students know, understand, and can explain classroom procedure to others and show initiative in improving their classroom experience.
- ✓ Classroom displays are appropriate and relevant to teaching assignment
- ✓ The teacher is familiar with, and uses, effective behavior strategies to maintain positive behavior in the classroom.
- ✓ Students are well-behaved, treat one another with respect, and follow directions.
- ✓ Classroom expectations are posted, regularly taught, re-taught and reinforced.
- ✓ Students demonstrate awareness of the classroom and school expectations.



DOMAIN III: INSTRUCTION	Standard 9: Lesson Delivery Does the teacher... 9.1. exhibit clear lesson delivery, reflect appropriate pacing and use a variety of effective teaching strategies? 9.2. activate students' prior knowledge? 9.3. differentiated to meet the needs of diverse learners? 9.4. use a variety of questioning and discussion techniques to elicit student reflection and higher order thinking? 9.5. use technology effectively? 9.6. use a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing?	UNSATISFACTORY	BASIC	PROFICIENT	EXEMPLARY
		*The teacher's lesson is <b>unclear</b> or difficult to understand. *The teacher is unaware of the need and importance of activating students' prior knowledge. *There is little evidence of higher level thinking or problem-solving. *The teacher occasionally uses effective questioning techniques and rarely differentiates instruction to meet the needs of students. *Students are occasionally engaged in learning. *There is no use of technology in the classroom, or the teacher ineffectively uses the available technology. *There is no evidence of various modes such as speaking, listening, reading or writing to expand learners' communication.	* <b>Sometimes</b> the teacher's lesson is clear and easy to understand. *The teacher only sometimes applies strategies to access students' prior knowledge. *There is <b>some</b> evidence of higher level thinking and problem-solving. *The teacher uses some effective questioning techniques, and sometimes differentiates instruction to meet the needs of students. *Students are engaged in learning some of the time. *There is limited or uneven use of technology in the classroom. *There is some evidence of various modes such as speaking, listening, reading or writing to expand learners' communication.	*The teacher's lesson is clear and easy to understand. *The teacher <b>frequently</b> activates students' prior knowledge. *Higher level thinking and problem-solving frequently occur. *The teacher frequently uses effective questioning techniques and differentiates instruction to meet the need of students. *Active engagement and student ownership are evident in the classroom. Technology frequently enhances instruction. *There is frequent evidence of various modes such as speaking, listening, reading or writing to expand learners' communication.	*The teacher's lesson is clear and easy to understand. The teacher consistently activates students' prior knowledge. *Higher level thinking and problem-solving <b>consistently</b> occur. *The teacher consistently uses a variety of questioning techniques and strategies, to differentiate instruction to meet the needs of all students. *High levels of active engagement and student ownership are consistently evident in the classroom. *Appropriate technology is embedded in and enhances all lesson delivery. *Student use of various modes, such as speaking, listening, reading and writing enhance all lessons.
DOMAIN III: INSTRUCTION	Standard 10: Feedback to Students Does the teacher... 10.1. demonstrate the ability to listen to students and respond appropriately? 10.2. provide constructive feedback that facilitates learning and academic growth? 10.3. provide constructive feedback that is consistent, ongoing, timely and in a variety of forms?	UNSATISFACTORY	BASIC	PROFICIENT	EXEMPLARY
		*Teacher feedback provided to students is not respectful, not constructive, and/or <b>does not</b> motivate students to improve their academic or behavior performance. *Appropriate feedback techniques are not used. *Interactions are only teacher to student'; students are not invited to speak to one another.	*Teacher feedback provided to students is <b>sometimes</b> respectful, and/or motivates students to improve their academic behavior. *Appropriate feedback techniques are sometimes used. *There is a limited amount of peer to peer feedback that is respectful and positive.	*Teacher feedback provided to students is <b>usually</b> respectful, constructive and motivates students to improve their academic or behavior performance. *Appropriate feedback techniques are used. *Peer to peer feedback is sometimes respectful and positive.	*Teacher feedback provided to students is <b>consistently</b> respectful, constructive and motivates students to improve their academic or behavior performance. *Appropriate feedback techniques are used. *Peer to peer feedback is consistently respectful and positive.

DOMAIN III: INSTRUCTION	Standard 11: Assessment for Learning	UNSATISFACTORY	BASIC	PROFICIENT	EXEMPLARY
	Does the teacher...				
	11.1. use assessment data to prepare for individual and group instruction, including re-teaching when necessary?	*Assessment data is <b>not</b> used to guide instruction. *The teacher is unfamiliar with how assessments can be used to inform instruction; as a result, the instruction delivered is frequently irrelevant.	*Assessment data is <b>sometimes</b> used to inform instruction. *The teacher is unsure when to use formative assessments and when to use summative assessments. The teacher <b>does not</b> have a clear system of tracking assessments, and therefore does not accurately know the performance level of students.	*Assessment data is used to inform instruction; as a result the instruction is relevant and engaging for most students. *Students are <b>somewhat</b> familiar with their own assessment data and have ownership over their learning.	*Assessment data is used to inform instruction; as a result the instruction is relevant and <b>engaging</b> for all students. *Students are familiar with their own assessment data and have ownership over their learning.
	11.2. use formative assessments during classroom instruction to facilitate student learning?	*The teacher does not support students to use self-assessment as a reflection of learning.	*The teacher sometimes makes self-assessment tools available to students for reflecting upon their own learning.	*The teacher effectively tracks assessments and accurately addresses the performance levels of most of her students. *Knowledge and practice of assessments beyond the district and state options are usually present.	*The teacher has an <b>effective</b> and clear system of tracking assessments and accurately addresses the performance levels of her students. *Deep knowledge and practice of assessments beyond the district and state options are clearly present.
	11.3. demonstrate the ability to use summative assessments to guide and inform instruction through the collection, maintenance and analysis of classroom, district and state assessments?			*The teacher frequently engages students in self-assessment of their own learning.	*The students clearly understand and self-assessment to monitor their own learning.
	11.4. engage students in assessing their own learning?				*Students are aware and monitor their own understanding.

#### Possible evidence to look for:

- ✓ Students are actively engaged in learning.
- ✓ The teacher is organized, knows the required learning targets, and effectively communicates objectives to students.
- ✓ Students are able to communicate learning targets and objectives are clear to the students.
- ✓ The teacher uses questioning strategies throughout lesson delivery.
- ✓ Instructional delivery is differentiated to meet the learning needs of all students.
- ✓ A variety of strategies, (i.e. technology, cooperative learning, use of art, service learning) are used to deliver instruction.
- ✓ Students are not afraid to make mistakes or ask questions and are willing to take risks in their learning.
- ✓ Students show motivation and initiative in understanding the content of instruction; they can revise, add detail or help peers.
- ✓ The teacher sets high expectations through meaningful feedback and encourages students to meet those high expectations.
- ✓ The teacher can produce evidence of systems designed to facilitate frequent, consistent, specific feedback.
- ✓ Teacher designs questions with the purpose of determining student understanding so that they can provide meaningful feedback.
- ✓ Frequency, specificity, and consistency of feedback.
- ✓ The teacher can describe how assessment is used prior to, during, and after instruction.
- ✓ The teacher knows the difference and distinct uses of formative and summative assessments.
- ✓ The teacher maintains detailed assessment data and records of student performance.

DOMAIN IV: PROFESSIONAL RESPONSIBILITY					
	Standard 12: Professional Growth	UNSATISFACTORY	BASIC	PROFICIENT	EXEMPLARY
	Does the teacher...				
	<p>12.1. actively participate in professional development opportunities relevant to his or her teaching assignment?</p> <p>12.2. actively engage in meaningful goal setting?</p> <p>12.3. pursue professional growth through reflection, self-assessment, learning and knowledge of best practices?</p>	<p>*The teacher <b>does not</b> take advantage of professional development opportunities when they arise.</p> <p>*The teacher does not engage in meaningful goal setting. *The teacher has little knowledge about best practices.</p> <p>*The teacher avoids discussion on professional practices.</p>	<p>*The teacher <b>sometimes</b> takes advantage of professional development opportunities when they arise.</p> <p>*The teacher <b>sometimes</b> engages in meaningful goal setting.</p> <p>*The teacher is <b>somewhat</b> knowledgeable about best practices.</p>	<p>*The teacher <b>frequently</b> takes advantage of professional development opportunities when they arise.</p> <p>*The teacher engages in meaningful goal setting.</p> <p>*The teacher is knowledgeable about best practices.</p>	<p>*The teacher <b>consistently</b> takes advantage of professional development opportunities when they arise.</p> <p>*In addition, the teacher demonstrates leadership by taking on various leadership roles relevant to the profession.</p> <p>*The teacher engages in meaningful goal setting.</p> <p>*The teacher is <b>extremely</b> knowledgeable about best practices.</p>
	<p>Standard 13: Record Keeping and Communication</p> <p>Does the teacher...</p> <p>13.1. carry out assigned duties?</p> <p>13.2. maintain accurate records according to district and building protocol?</p> <p>13.3. know and adhere to the district job description and standards of performance including the Competent and Ethical Educator Standards?</p> <p>13.4. maintain appropriate confidentiality?</p> <p>13.5. communicate effectively and respectfully with all stakeholders: students, parents, colleagues and supervisor?</p> <p>13.6. facilitate meetings effectively?</p> <p>13.7. effectively and appropriately collaborate with colleagues and other professionals?</p>	<p>*The teacher's record-keeping is <b>not</b> accurate or complete, and has trouble explaining it to others.</p> <p>*The teacher does not effectively communicate with stakeholders.</p> <p>*The teacher is frequently not available to others and <b>does not</b> return phone communications consistently.</p> <p>*At times the teacher does not respond in a professional manner.</p> <p>*The teacher does not effectively collaborate.</p> <p>*The teacher does not effectively facilitate necessary meetings.</p> <p>*The teacher struggles to follow directions and carry out assigned duties.</p> <p>*The teacher needs constant reminders to turn in paperwork and complete required reports.</p>	<p>*The teacher carries out most duties as assigned, maintains accurate records but <b>sometimes</b> needs reminders to complete necessary paperwork or reports.</p> <p>*The teacher responds professionally most of the time and is available to others when needed.</p> <p>*The teacher sometimes returns communications in a timely manner.</p> <p>*The teacher sometimes effectively communicates with stakeholders.</p> <p>*The teacher sometimes collaborates effectively.</p> <p>*The teacher sometimes effectively facilitates necessary meetings.</p>	<p>*The teacher carries out all duties as assigned, maintains accurate and organized records and completes necessary paperwork or reports.</p> <p>*The teacher responds professionally in <b>most</b> situations and is available to others when needed.</p> <p>*The teacher returns communications in a timely manner.</p> <p>*The teacher <b>frequently</b> initiates communication with stakeholders.</p> <p>*The teacher frequently communicates effectively with stakeholders.</p> <p>*The teacher frequently collaborates effectively.</p> <p>*The teacher effectively facilitates necessary meetings.</p> <p>*Students have access to information about completed or missing assignments.</p>	<p>*The teacher carries out all duties as assigned, maintains accurate and organized records and completes necessary paperwork or reports.</p> <p>*The teacher responds professionally in <b>all</b> situations and is available to others when needed.</p> <p>*The teacher returns phone calls and e-mails in a timely manner. The teacher initiates communication with stakeholders.</p> <p>*The teacher consistently communicates effectively with stakeholders.</p> <p>*The teacher <b>consistently</b> collaborates effectively.</p> <p>*The teacher consistently and effectively facilitates necessary meetings.</p> <p>*Students have explicit knowledge of missing or incomplete assignments.</p>

DOMAIN IV: PROFESSIONAL RESPONSIBILITIES	<b>Standard 14: Commitment to Instructional Initiatives</b> Does the teacher... <b>14.1.</b> support building and district instructional priorities? <b>14.2.</b> know and actively participate in building and district instructional initiatives?	UNSATISFACTORY	BASIC	PROFICIENT	EXEMPLARY
		*The teacher is <b>not</b> aware of building or district instructional initiatives and rarely directs effort toward learning about the initiatives or altering practices to change in the direction of the building or district. *The teacher <b>does not</b> implement strategies toward the building and district instructional initiatives. *The teacher has demonstrated by action and unwillingness to change, learn, or grow as a professional.	*The teacher is <b>sometimes</b> aware of building and district instructional initiatives and directs <b>some</b> effort toward learning about the initiatives. *The teacher sometimes alters practice to implement building and district instructional initiatives. *The teacher sometimes demonstrates a willingness to change, learn, and grow as a professional.	*The teacher is aware of building and district instructional initiatives and directs <b>significant</b> effort toward learning about the initiatives. *The teacher is <b>frequently</b> alters practices in order to change toward the building or district instructional initiatives. *The teacher demonstrates a willingness to change, learn, and grow as a professional.	*The teacher is aware of building and district instructional initiatives and directs <b>significant</b> effort toward learning about the initiatives. *Not only does the teacher alter practice in order to change but is <b>usually</b> a leader in helping others to embrace the change process toward the building or district instructional initiatives. *The teacher demonstrates a willingness to change, learn, and grow as a professional, but is also able and willing to lead others.

**Possible evidence to look for:**

- ✓ The teacher can describe best practices when it comes to instruction, and is able to incorporate instructional initiatives.
- ✓ The teacher pursues professional growth opportunities and applies the learning.
- ✓ The teacher displays the qualities of a learner that include the habits of reading, writing, reflection, and sharing with others.
- ✓ The teacher is seeking to improve performance through professional growth opportunities.
- ✓ The teacher can be counted on to complete all required duties, reports, paperwork and grades.
- ✓ The teacher's record-keeping system is clear, organized, up-to-date, and easy to understand.
- ✓ The teacher makes an effort to be available and returns communications in a timely manner.
- ✓ The teacher initiates communication with stakeholders.
- ✓ The teacher is an effective facilitator and is able to develop meetings, agendas, adjourn meetings on time, and develops action steps.
- ✓ The teacher has a high value for collaboration and frequently is involved in projects and activities that require collaboration.
- ✓ The teacher has a high value for positive relationships and does not engage in rumors or gossip.
- ✓ The teacher supports building and district instructional priorities through increased knowledge and a change in teaching practices.
- ✓ The teacher is able to inspire others to adopt and support building and district instructional initiatives.
- ✓ The teacher is considered a leader in terms of honesty, integrity and confidentiality.

DOMAIN V: STUDENT LEARNING AND GROWTH	<b>Standard 15: Student Growth on Formative/Summative Assessments</b> Does the teacher...	UNSATISFACTORY	BASIC	PROFICIENT	EXEMPLARY
	15.1. track student academic growth? 15.2. demonstrate proof of student growth?	*Less than 70% of students in the teacher's class met the growth target on post-tests as compared to pre-tests on unit evaluations.	*70% of students in the teacher's class met the growth target on post-tests as compared to pre-tests on unit evaluations.	*80% of students in the teacher's class met the growth target on post-tests as compared to pre-tests on unit evaluations.	*90% of students in the teacher's class met the growth target on post-tests as compared to pre-tests on unit evaluations.
	<b>Standard 16: Student Growth Measured by Achievement on Standardized Assessments</b> Does the teacher...	*Less than 65% of students achieve a grade level standard, 1 or more year's growth, or achievement target on a standardized or norm referenced exam.	*65% of students achieve a grade level standard, 1 or more year's growth, or achievement target on a standardized or norm referenced exam.	*75% of students achieve a grade level standard, 1.5 or more year's growth, or achievement target on a standardized or norm referenced exam.	*85% of students achieve a grade level standard, 2 or more year's growth, or achievement target on a standardized or norm referenced exam.
	<b>Standard 17: Student Growth on Performance Assessments</b> Does the teacher...	*Less than 70% of students in the teacher's class meet proficiency or make more than one year's growth on post-assessments according to a proficiency based rubric	*70% of students in the teacher's class meet proficiency or make more than one year's growth on post-assessments according to a proficiency based rubric	*80% of students in the teacher's class meet proficiency or make more than one year's growth on post-assessments according to a proficiency based rubric	*90% of students in the teacher's class meet proficiency or make more than one year's growth on post-assessments according to a proficiency based rubric

**Possible evidence to look for:**

- ✓ Student scores/data from summative, formative, pretests, posttests, etc.
- ✓ Examples may include: OAKS\*, SMARTER Balanced, ELPA, Extended Assessments
- ✓ AP, PSAT, SAT, ASVAB,
- ✓ PLC Common Assessment
- ✓ Work Samples

## Aligned Professional Development Plan

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

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



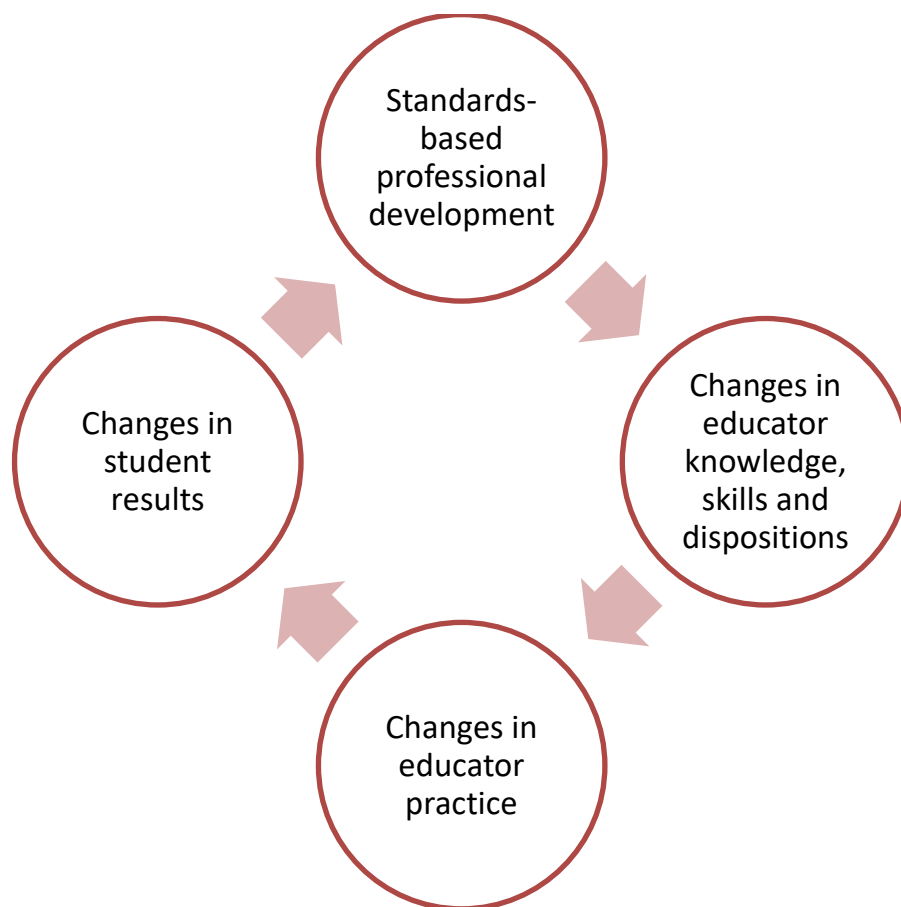
SCSD uses many different types of frameworks to design and facilitate the learning needs of students. These include active engagement, Sheltered Instruction Observation Protocol (SIOP), modeling, formative & summative assessments, common assessments, data analysis, book studies, targeted learning walks,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

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

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

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

*Adapted from Learning Forward Standards for Professional Learning*



# Forms

The forms in this document are for reference only. Forms for teacher use are available on our website or on the shared district folder.



## FORMAL PRE-OBSERVATION REPORT

Teacher \_\_\_\_\_ Supervisor \_\_\_\_\_

Date \_\_\_\_\_ Time \_\_\_\_\_ Subject Taught \_\_\_\_\_

1. Objective(s) of the lesson and relevant standard(s):
2. Procedure(s):
3. Teacher's plan to evaluate student achievement objective(s):  
How do you plan to make use of the results of the assessment?
4. Specific request for observation (e.g., skills, techniques, pupil interactions, etc.):

## REFLECTION SHEET

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

NAME \_\_\_\_\_

SCHOOL \_\_\_\_\_

GRADE/SUBJECT \_\_\_\_\_

DATE \_\_\_\_\_

1. As I reflect on the lesson, to what extent were the students productively engaged in the work?  
How do I know?
2. Did the students learn what I expected them to learn? Were my instructional goals met? Or how and when will I know?
3. Did I alter my goals or my work plan as I taught the lesson? Why? How?
4. If I had the opportunity to teach this lesson again, to this same group of students, what would I do differently? Why?

## Self-Assessment Form

Teacher Name: \_\_\_\_\_  
Assignment \_\_\_\_\_

School: \_\_\_\_\_  
Date: \_\_\_\_\_

**The following definitions are used to evaluate a teacher's performance.**

**Exemplary (E):** The teacher's skills in this content area are in the top 10% of their fields and service as a model and example to other teachers and administrators. There must be significant evidence for a teacher to be ranked Exemplary on a teaching standard.

**Proficient (P):** The performance is strong, and there are minimal weaknesses.

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

**Unsatisfactory (U):** The performance is unacceptable and must improve significantly.

**Not Applicable (NA):** This item does not apply.

Domain I: Planning & Preparation	U	B	P	E	NA
<b>Standard 1: Knowledge and Content</b>					
1.1 Do I show an effective command of the subject to guide student learning?					
1.2 Do I use effective instructional resources, including technology, to communicate content knowledge?					
1.3 Do I take an active role in adopting new content standards and frameworks to teaching?					
<b>Standard 2: Knowledge of Students</b>					
2.1 Do I build upon students' knowledge and experience?					
2.2 Do I use school and district resources to support and advocate for student needs?					
2.3 Do I recognize and address students' learning styles?					
<b>Standard 3: Instructional Goal Setting</b>					
3.1 Do I select appropriate instructional goals based upon national, state and local standards?					
3.2 Do I select goals that are measurable and state them in terms of student learning?					
3.3 Do I select goals appropriate for students?					
<b>Standard 4: Lesson Design</b>					
4.1 Do I design coherent instruction that reflects research-based best practices?					
4.2 Do I design instruction that promotes critical thinking and problem solving?					
4.3 Do I ensure that the curriculum is relevant to student needs?					
4.4 Do I adhere to the approved scope and sequence of the subject matter?					
<b>Standard 5: Assessment Planning</b>					
5.1 Am I familiar with the content area and with school, district and state assessment methods and options?					
5.2 Do I use assessments that are congruent with instructional goals?					
5.3 Do I develop and use a variety of formative and summative assessment tools and information for planning instruction, feedback and reflection?					
Comments:					
<b>Domain II: Classroom Environment</b>	<b>U</b>	<b>B</b>	<b>P</b>	<b>E</b>	<b>NA</b>
<b>Standard 6: Climate of Respect and Learning</b>					
6.1 Do I create an environment that promotes equity, respect and positive interpersonal interactions?					
6.2 Are my interactions with students appropriate to developmental and cultural norms?					
6.3 Do I have high expectations for student success, quality work and student achievement?					
6.4 Are students actively engaged?					
<b>Standard 7: Classroom Procedures and Physical Environment</b>					
7.1 Do I develop and employ classroom procedures that promote student learning and facilitate positive classroom interaction consistent with building and district programs?					
7.2 Do I design a safe and accessible classroom environment for all students?					
7.3 Do I facilitate smooth transitions with little loss of instructional time?					
7.4 Do I ensure all students have access to materials, technology and necessary resources?					
<b>Standard 8: Managing Student Behavior</b>					

8.1 Do I clearly communicate and enforce classroom and school expectations?					
8.2 Do I address inappropriate behavior consistently and appropriately?					
8.3 Do I proactively address student behavior?					
Comments:					
<b>Domain III: Instruction</b>					
<b>Standard 9: Lesson Delivery</b>	<b>U</b>	<b>B</b>	<b>P</b>	<b>E</b>	<b>NA</b>
9.1 Do I exhibit clear lesson delivery, reflect appropriate pacing and use a variety of effective teaching strategies?					
9.2 Do I activate students' prior knowledge?					
9.3 Do I differentiate to meet the needs of diverse learners?					
9.4 Do I use a variety of questioning and discussion techniques to elicit student reflection and higher order thinking?					
9.5 Do I use technology effectively?					
9.6 Do I use a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing?					
<b>Standard 10: Feedback to Students</b>					
10.1 Do I demonstrate the ability to listen to students and respond appropriately?					
10.2 Do I provide constructive feedback that facilitates learning and academic growth?					
10.3 Do I provide constructive feedback that is consistent, ongoing, timely and in a variety of forms?					
<b>Standard 11: Assessment for Learning</b>					
11.1 Do I use assessment data to prepare for individual and group instruction, including re-teaching when necessary?					
11.2 Do I use formative assessments during classroom instruction to facilitate student learning?					
11.3 Do I demonstrate the ability to use summative assessments to guide and inform instruction through the collection, maintenance and analysis of classroom, district and state assessments?					
11.4 Do I engage students in assessing their own learning?					
Comments:					
<b>Domain IV: Professional Responsibilities</b>					
<b>Standard 12: Professional Growth</b>	<b>U</b>	<b>B</b>	<b>P</b>	<b>E</b>	<b>NA</b>
12.1 Do I actively participate in professional development opportunities relevant to my teaching assignment?					
12.2 Do I actively engage in meaningful goal setting?					
12.3 Do I pursue professional growth through reflection, self-assessment, learning and knowledge of best practices?					
<b>Standard 13: Record Keeping and Communication</b>					
13.1 Do I carry out assigned duties?					
13.2 Do I maintain accurate records according to district and building protocols?					
13.3 Do I know and adhere to the district job description and standards of performance including the Competent and Ethical Educator Standards?					
13.4 Do I maintain appropriate confidentiality?					
13.5 Do I communicate effectively and respectfully with all stakeholders: students, parents, colleagues and supervisor?					
13.6 Do I facilitate meetings effectively?					
13.7 Do I effectively and appropriately collaborate with colleagues and other professionals?					
<b>Standard 14: Commitment to Instructional Initiatives</b>					
14.1 Am I aware of and do I support building and district instructional priorities?					
14.2 Do I know and actively participate in building and district instructional initiatives?					
Comments:					

Domain V: Student Learning and Growth	U	B	P	E	NA
Standard 15: Student Growth on Formative/Summative Assessments					
15.1 Am I aware of student academic growth?					
15.2 Can I show proof of student growth?					
Standard 16: Student Growth Measured by Performance on Standardized Assessments					
16.1 Do I administer/ utilize appropriate standardized assessments adhering to professional guidelines?					
16.2 Do I design and deliver instruction based on content standards to prepare students for standard assessments?					
Standard 17: Student Growth on Performance Assessments					
17.1 Do I maintain appropriate records to document growth?					
17.2 Do I use an appropriate proficiency based rubric to assess student growth?					
Comments:					

## Formative Evaluation Form

Teacher Name: \_\_\_\_\_ Probationary: ☐ Year \_\_\_\_\_ Contract ☐

Supervisor: \_\_\_\_\_ School: \_\_\_\_\_ Assignment \_\_\_\_\_

Domain I: Planning & Preparation	U	B	P	E	NA
<b>Standard 1: Knowledge and Content</b>					
1.1 Does the teacher show an effective command of the subject to guide student learning?					
1.2 Does the teacher use effective instructional resources, including technology, to communicate content knowledge?					
1.3 Does the teacher take an active role in adopting new content standards and frameworks to teaching?					
<b>Standard 2: Knowledge of Students</b>					
2.1 Does the teacher build upon students' knowledge and experience?					
2.2 Does the teacher use school and district resources to support and advocate for student needs?					
2.3 Does the teacher recognize and address students' learning styles?					
<b>Standard 3: Instructional Goal Setting</b>					
3.1 Does the teacher select appropriate instructional goals based upon national, state and local standards?					
3.2 Does the teacher select goals that are measurable and state them in terms of student learning?					
3.3 Does the teacher select goals appropriate for students?					
<b>Standard 4: Lesson Design</b>					
4.1 Does the teacher design coherent instruction that reflects research-based best practices?					
4.2 Does the teacher design instruction that promotes critical thinking and problem solving?					
4.3 Does the teacher ensure that the curriculum is relevant to student needs?					
4.4 Does the teacher adhere to the approved scope and sequence of the subject matter?					
<b>Standard 5: Assessment Planning</b>					
5.1 Is the teacher familiar with the content area and with school, district and state assessment methods and options?					
5.2 Does the teacher use assessments that are congruent with instructional goals?					
5.3 Does the teacher develop and use a variety of formative and summative assessment tools and information for planning instruction, feedback and reflection?					
Comments:					
<b>Domain II: Classroom Environment</b>					
<b>Standard 6: Climate of Respect and Learning</b>					
6.1 Does the teacher create an environment that promotes equity, respect and positive interpersonal interactions?					
6.2 Are the teacher's interactions with students appropriate to developmental and cultural norms?					
6.3 Does the teacher have high expectations for student success, quality work and student achievement?					
6.4 Are students actively engaged?					
<b>Standard 7: Classroom Procedures and Physical Environment</b>					
7.1 Does the teacher develop and employ classroom procedures that promote student learning and facilitate positive classroom interaction consistent with building and district programs?					
7.2 Does the teacher design a safe and accessible classroom environment for all students?					
7.3 Does the teacher facilitate smooth transitions with little loss of instructional time?					
7.4 Does the teacher ensure all students have access to materials, technology and necessary resources?					
<b>Standard 8: Managing Student Behavior</b>					
8.1 Does the teacher clearly communicate and enforce classroom and school expectations?					
8.2 Does the teacher address inappropriate behavior consistently and appropriately?					
8.3 Does the teacher proactively address student behavior?					
Comments:					
<b>Domain III: Instruction</b>					
<b>Standard 9: Lesson Delivery</b>					
9.1 Does the teacher exhibit clear lesson delivery, reflect appropriate pacing and use a variety of effective teaching					

strategies?					
9.2 Does the teacher activate students' prior knowledge?					
9.3 Does the teacher differentiated to meet the needs of diverse learners?					
9.4 Does the teacher use a variety of questioning and discussion techniques to elicit student reflection and higher order thinking?					
9.5 Does the teacher use technology effectively?					
9.6 Does the teacher use a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing?					
<b>Standard 10: Feedback to Students</b>					
10.1 Does the teacher demonstrate the ability to listen to students and respond appropriately?					
10.2 Does the teacher provide constructive feedback that facilitates learning and academic growth?					
10.3 Does the teacher provide constructive feedback that is consistent, ongoing, timely and in a variety of forms?					
<b>Standard 11: Assessment for Learning</b>					
11.1 Does the teacher use assessment data to prepare for individual and group instruction, including re-teaching when necessary?					
11.2 Does the teacher use formative assessments during classroom instruction to facilitate student learning?					
11.3 Does the teacher demonstrate the ability to use summative assessments to guide and inform instruction through the collection, maintenance and analysis of classroom, district and state assessments?					
11.4 Does the teacher engage students in assessing their own learning?					
Comments:					

<b>Domain IV: Professional Responsibilities</b>	<b>U</b>	<b>B</b>	<b>P</b>	<b>E</b>	<b>NA</b>
<b>Standard 12: Professional Growth</b>					
12.1 Does the teacher actively participate in professional development opportunities relevant to his or her teaching assignment?					
12.2 Does the teacher actively engage in meaningful goal setting?					
12.3 Does the teacher pursue professional growth through reflection, self-assessment, learning and knowledge of best practices?					
<b>Standard 13: Record Keeping and Communication</b>					
13.1 Does the teacher carry out assigned duties?					
13.2 Does the teacher maintain accurate records according to district and building protocols?					
13.3 Does the teacher know and adhere to the district job description and standards of performance including the Competent and Ethical Educator Standards?					
13.4 Does the teacher maintain appropriate confidentiality?					
13.5 Does the teacher communicate effectively and respectfully with all stakeholders: students, parents, colleagues and supervisor?					
13.6 Does the teacher facilitate meetings effectively?					
13.7 Does the teacher effectively and appropriately collaborate with colleagues and other professionals?					
<b>Standard 14: Commitment to Instructional Initiatives</b>					
14.1 Is the teacher aware of and does the teacher support building and district instructional priorities?					
14.2 Does the teacher know and actively participate in building and district instructional initiatives?					
Comments:					

<b>Domain V: Student Learning and Growth</b>	<b>U</b>	<b>B</b>	<b>P</b>	<b>E</b>	<b>NA</b>
<b>Standard 15: Student Growth on Formative/Summative Assessments</b>					
15.1 Is the teacher aware of student academic growth?					
15.2 Can the teacher show proof of student growth?					
<b>Standard 16: Student Growth Measured by Performance on Standardized Assessments</b>					
16.1 Does the teacher administer/ utilize appropriate standardized assessments adhering to professional guidelines?					
16.2 Does the teacher design and deliver instruction based on content standards to prepare students for standard assessments?					

Standard 17: Student Growth on Performance Assessments					
17.1 Does the teacher maintain appropriate records to document growth?					
17.2 Does the teacher use an appropriate proficiency based rubric to assess student growth?					

Teacher

Supervisor

Date

This Evaluation has been discussed between the supervisor and teacher.



# Summative Evaluation Form

By June1

Teacher Name: \_\_\_\_\_ Probationary: ☐ Year \_\_\_\_\_ Contract ☐

Supervisor: \_\_\_\_\_ School: \_\_\_\_\_ Assignment \_\_\_\_\_

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

Domain I: Planning & Preparation	U	B	P	E	NA
Standard 1: Knowledge and Content					
Standard 2: Knowledge of Students					
Standard 3: Instructional Goal Setting					
Standard 4: Lesson Design					
Standard 5: Assessment Planning					
<b>Domain I: Planning &amp; Preparation Rating</b> (transfer to summative section)					
Comments:					

Domain II: Classroom Environment	U	B	P	E	NA
Standard 6: Climate of Respect and Learning					
Standard 7: Classroom Procedures and Physical Environment					
Standard 8: Managing Student Behavior					
<b>Domain II: Classroom Environment Rating</b> (transfer to summative section)					
Comments:					

Domain III: Instruction	U	B	P	E	NA
Standard 9: Lesson Delivery					
Standard 10: Feedback to Students					
Standard 11: Assessment for Learning					
<b>Domain III: Instruction Rating</b> (transfer to summative section)					
Comments:					

Domain IV: Professional Responsibilities	U	B	P	E	NA
Standard 12: Professional Growth					
Standard 13: Record Keeping and Communication					
Standard 14: Commitment to Instructional Initiatives					
<b>Domain IV: Professional Responsibilities Rating</b> (transfer to summative section)					
Comments:					

Domain V: Student Learning & Growth	U	B	P	E	NA
Progress on Student Growth Goal 1: <ul style="list-style-type: none"> <li>Standard 15: Student Growth on Formative/Summative Assessments</li> <li>Standard 16: Student Growth Measured by Performance on Standardized Assessments</li> <li>Standard 17: Student Growth on Performance Assessments</li> </ul>					
Progress on Student Growth Goal 2: <ul style="list-style-type: none"> <li>Standard 15: Student Growth on Formative/Summative Assessments</li> <li>Standard 16: Student Growth Measured by Performance on Standardized Assessments</li> <li>Standard 17: Student Growth on Performance Assessments</li> </ul>					
<b>Domain V: Student Learning &amp; Growth Rating</b> (transfer to summative section)					
Comments:					

Summative Rating and Additional Comments	U	B	P	E	NA
Domain I: Planning & Preparation Rating					
Domain II: Classroom Environment Rating					
Domain III: Instruction Rating					
Domain IV: Professional Responsibilities Rating					
Domain V: Student Learning & Growth Rating					
<b>SUMMATIVE RATING – Total Points</b>					
Comments:					
<p><b>Summative Rating</b>  The Summative Rating is determined by compiling the ratings from each of the domains with each rating receiving the following point values: Unsatisfactory (1); Basic (2); Proficient (3); and Exemplary (4). Scores will be totaled to reflect the following summative ratings:</p> <p style="text-align: center;"> <b>9 or below = Unsatisfactory</b>      <b>10-13 = Basic</b>      <b>14-17 = Proficient</b>      <b>18-20 = Exemplary</b> </p>					

**Recommendation:**  
Contract Extension ☐ Contract Renewal ☐ Other ☐ Details: \_\_\_\_\_

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

\_\_\_\_\_  
Teacher Supervisor Date

This Evaluation has been discussed between the supervisor and teacher.

## SANTIAM CANYON TEACHER GOAL SETTING TEMPLATE

Teacher: \_\_\_\_\_ Contract Status: \_\_\_\_\_

School: \_\_\_\_\_ School Year: \_\_\_\_\_

Administrator/evaluator: \_\_\_\_\_ Date: \_\_\_\_\_

Grade Level: ☐ Elementary ☐ Middle School/Highschool

SLG GOAL 1		
SLG # 1	<b>Content Standards/Skills</b> A clear statement of the relevant content and skills students should know or be able to do at the end of the course/class. These should be specific state or national standards (a statement such as "Common Core State Standards in Math" is not specific enough). Includes a rationale for the importance of the selected content/standards.	
	<b>Assessments</b> Describes how student learning and growth will be measured. Assessments must be aligned to state or national standards.	
	<b>Context/Students</b> Description of the demographics and learning needs of all students in the class or course. This should include as relevant: 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.	

<p><b>Baseline Data</b></p> <p>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.</p>	
<p><b>Student Growth Goal (Targets)</b></p> <p>Describes rigorous yet realistic growth goals or targets for student achievement that are developmentally appropriate. The target can be tiered for students in the class/course to allow all students to demonstrate growth.</p>	
<p><b>Rationale</b></p> <p>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.</p>	
<p><b>Strategies</b></p> <p>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.</p>	
<p><b>Professional Learning and Support</b></p> <p>Opportunity for the educator to identify areas of additional learning and support needed to meet student learning and growth goals.</p>	

SLG GOAL 2		
SLG # 2	<b>Content Standards/Skills</b> A clear statement of the relevant content and skills students should know or be able to do at the end of the course/class. These should be specific state or national standards (a statement such as "Common Core State Standards in Math" is not specific enough). Includes a rationale for the importance of the selected content/standards.	
	<b>Assessments</b> Describes how student learning and growth will be measured. Assessments must be aligned to state or national standards.	
	<b>Context/Students</b> Description of the demographics and learning needs of all students in the class or course. This should include as relevant: 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.	
	<b>Baseline Data</b> 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.	
	<b>Student Growth Goal (Targets)</b> Describes rigorous yet realistic growth goals or targets for student achievement that are developmentally appropriate. The target can be tiered for students in the class/course to allow all students to demonstrate growth.	

	<b>Rationale</b> 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.	
	<b>Strategies</b> 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.	
	<b>Professional Learning and Support</b> Opportunity for the educator to identify areas of additional learning and support needed to meet student learning and growth goals.	

Sign-Off at Initial Collaborative Meeting: Date: \_\_\_\_\_ Teacher: \_\_\_\_\_ Principal: \_\_\_\_\_

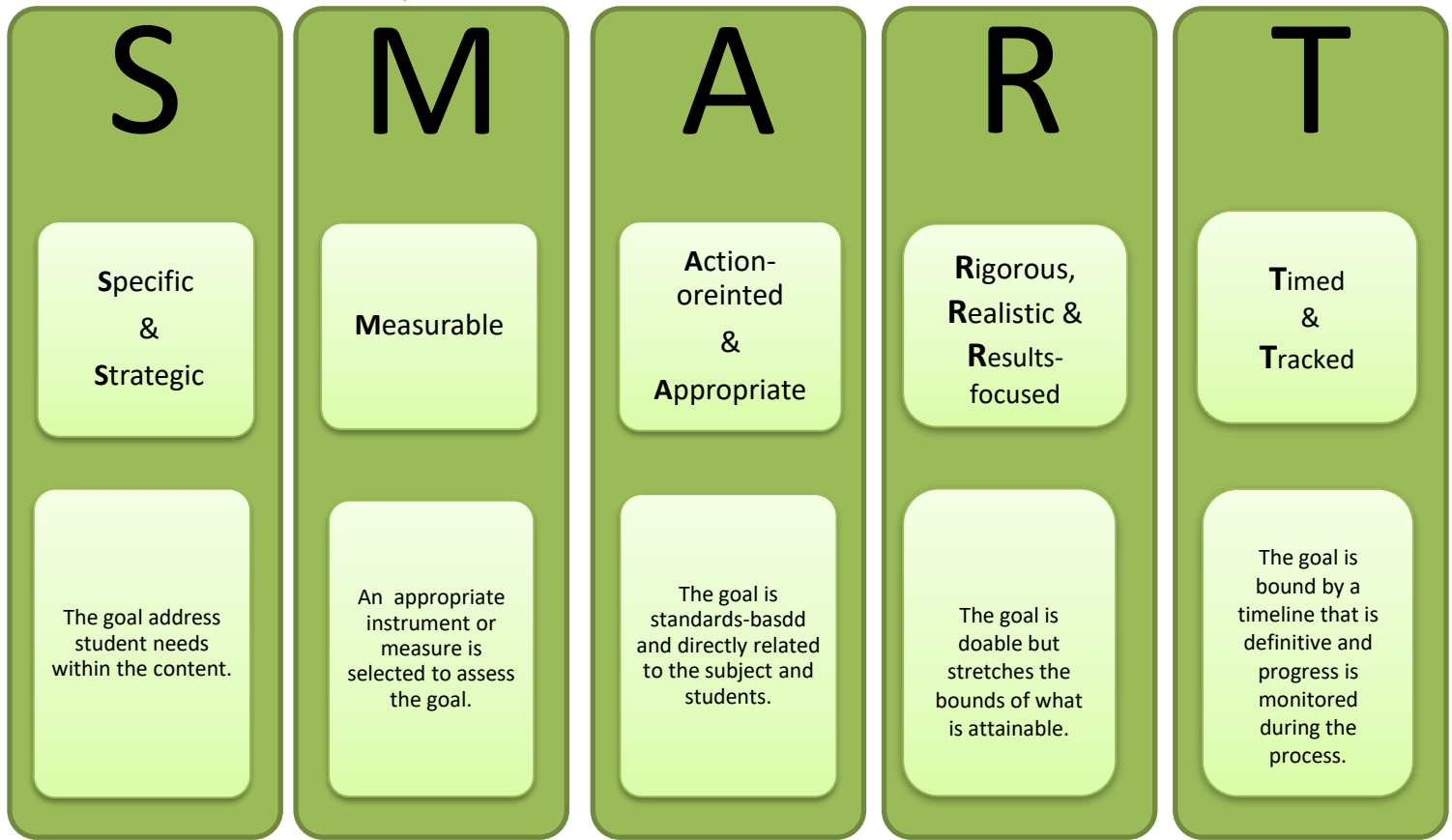
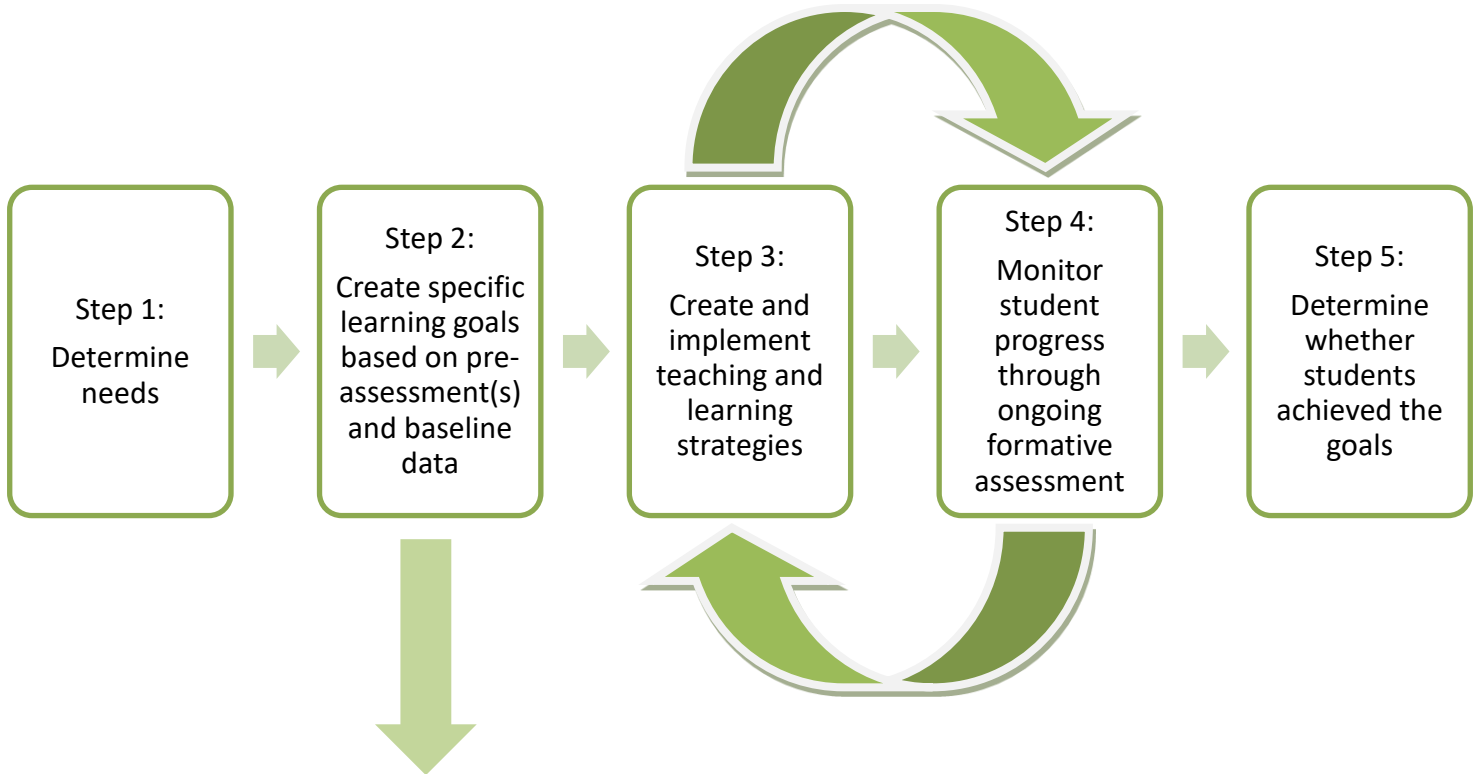
	<b>Professional Growth Goal(s)</b>	
	<b>Strategies</b>	
	<b>Professional Learning and Support</b>	

Mid-Year Review	<b>Collaborative Mid-Year Goal Review</b>			
	<b>Strategy Modification</b>			
	<b>Teacher Signature:</b>	<b>Date:</b>	<b>Administrator/evaluator Signature:</b>	<b>Date:</b>

<b>End-of-Year Data</b>	
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	Reflection on Results			
	Professional Growth Plan Implications			
	Teacher Signature:	Date:	Administrator/Evaluator Signature:	Date:

## Step-by Step SMART Goal Setting





## Student Growth Goal Checklist

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

Baseline and Trend Data	Student Population	Interval of Instruction	Standards and Content	Assessments(s)	Growth Target(s)	Rationale for Growth Target(s)
What information is being used to inform the creation of the SGG and establish the amount of growth that should take place within the time period?	Which Students will be included in the SGG? Include course, grade level and number of students.	What is the duration of the course that the SGG will cover? Include beginning and end dates.	What content will be the SGG target? To what related standards is the SGG aligned?	What assessment(s) will be used to measure student growth for the SGG?	Considering all available data and content requirements, what growth target(s) can students be expected to reach?	What is your rationale for setting the target(s) for student growth within the interval of instruction?
<ul style="list-style-type: none"> <li>Identifies sources of information about students (e.g. test scores from prior years, results of pre-assessments)</li> <li>Draws upon trend data, if available</li> <li>Summarizes the teacher's analysis of the baseline data by identifying student strengths and weaknesses</li> </ul>	<ul style="list-style-type: none"> <li>Identifies the class or subgroup of students covered by the SGG</li> <li>Describes the student population and considers any contextual factors that may impact student growth (demographic, life event, etc.)</li> <li>If subgroups are excluded, explains which students, why they are excluded and if they are covered in another SGG</li> </ul>	<ul style="list-style-type: none"> <li>Matches the length of the course (e.g. quarter, semester, year)</li> <li>Reflects students who receive at least 85% of the teacher's instruction for that course</li> </ul>	<ul style="list-style-type: none"> <li>Specifies how the SGG will address applicable Common Core State Standards</li> <li>Represents the big ideas or domains of the content taught during the interval of instruction</li> <li>Identifies core knowledge and skills students are expected to attain as required by the applicable standards</li> </ul>	<ul style="list-style-type: none"> <li>Identifies assessments that have been reviewed by content experts to effectively measure course content and reliably measure student learning as intended</li> <li>Selects measures with sufficient "stretch" so that all students may demonstrate learning, or identifies supplemental assessments to cover all ability levels in the course</li> <li>Provides a plan for combining assessments if multiple summative assessments are used</li> </ul>	<ul style="list-style-type: none"> <li>Uses baseline or pretest data to determine appropriate growth</li> <li>Sets developmentally appropriate targets</li> <li>Creates tiered targets when appropriate so that all students may demonstrate growth</li> <li>Sets ambitious yet attainable targets</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates teacher knowledge of students and content</li> <li>Explains why target is appropriate for the population</li> <li>Addresses observed student needs</li> <li>Uses data to identify student needs and determine appropriate growth targets</li> <li>Explains how targets align with school and district goals</li> <li>Sets rigorous expectations for students and teacher(s)</li> </ul>

## Plan of Assistance for Improvement Form

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Teacher Name: \_\_\_\_\_

Supervisor: \_\_\_\_\_ School: \_\_\_\_\_ Assignment \_\_\_\_\_ Date \_\_\_\_\_

\*Developed in cooperation with Administrator, Certified Staff Member and Association Representative

### 1. Area of Deficiency:

Domain(s) \_\_\_\_\_ Performance Standard(s) \_\_\_\_\_

Concerns:

### 2. Supervisor's Expectations:

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

### 4. Timeline:

Teacher Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Administrator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Association Member Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Original to Teacher

Copy to Supervisor

Copy to District Office

## DOCUMENTATION OF PROFESSIONAL DEVELOPMENT

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

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

**Domains:**

Subject matter of specialty

Assessment strategies

Methods and curriculum

Understanding diversity

State and national educational priorities

Use of technology in education

**Note:**

One clock hour = 1 PDU

One quarter hour credit = 20 PDU's. One semester hour credit = 30 PDU's

Minimum of PDU's

75 for Basic License

125 for standard or continuing license

## Teacher Evaluation System Glossary of Terms

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

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

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

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

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

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

The descriptors for the performance levels are as follows:

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

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

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

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

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

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

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