

Reedsport School District Teacher Evaluation Handbook: (Following the Oregon Framework for Teacher and Administrator Evaluation and Support Systems)

Credits:

OREGON DEPARTMENT OF EDUCATION
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The template for this handbook was originally based on the Pendleton School District's work, with permission given by the district and state to use this for our tool with changes unique to the Reedsport School District. Thanks to the hard work of all of those who have served on the committee in the past few years:

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**This committee hopes to see a future committee work to further detail the scoring rubric used for the 10 domains listed.

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I. PURPOSE and GOALS OF EVALUATION

Effective teaching and leadership matter. Within the school environment, teachers and administrators have the most impact in creating equity and excellence for each and every student. Teachers and administrators have a challenging task in meeting the needs of an educationally diverse student population, and meaningful evaluations are necessary to provide educators with the support, recognition, and guidance needed to sustain and improve their efforts. Evaluation systems must be designed comprehensively to go beyond the use of personnel decision making to inform the growth process across the system and to measure a full range of performance across different settings. The primary goal of elevating teaching, leading, and learning throughout the systems cannot be accomplished with summative assessment alone.

Undertaking the work of designing, implementing, and monitoring an effective evaluation and support system for educators is both complex and time consuming; however, based upon the powerful correlation between teacher and principal effectiveness to student learning and growth, this work is imperative and of the utmost importance.

The ultimate goal of strengthening teacher and leader evaluation systems in Oregon is to ensure equitable outcomes where *all* students, regardless of background, are ready for college, careers, and engaged citizenship by ensuring the following outcomes:

- Improved student learning at all schools and for all students
- Continuous professional growth for teachers and leaders throughout their careers
- Effective teachers in every classroom
- Effective leaders in every school and district
- Reducing achievement gaps between the highest and lowest performing student groups, while increasing achievement and success for every student

The Oregon Framework for Teacher and Administrator Evaluation and Support Systems creates a fair and equitable system to measure teacher and leader effectiveness. Purposes of the evaluation and support systems are to:

- Strengthen support and professional growth opportunities for teachers and administrators based on their individual needs in relation to the needs of students, school, and district
- Strengthen the knowledge, dispositions, performances and practices of teachers and administrators to improve student learning
- Assist school districts in determining effectiveness of teachers and administrators in making human resource decisions.

Defining Teacher and Administrator Effectiveness

Development of evaluation and support systems should begin with defining the terms “effective” teacher and “effective” administrator. The Educator Effectiveness Workgroup developed the definitions below which reflect the adopted Model Core Teaching Standards (OAR 581-022-2415) and Educational Leadership/Administrator Standards (OAR 581-022-2420).

Teacher Effectiveness

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

By demonstrating proficiency in the adopted teaching standards, effective teachers improve student learning and growth by providing instruction that enables all students regardless of their background to meet and exceed ambitious goals and standards for student learning. Effective teachers empower every student to take ownership of his or her own learning and leverage diverse student assets to promote learning for all students.

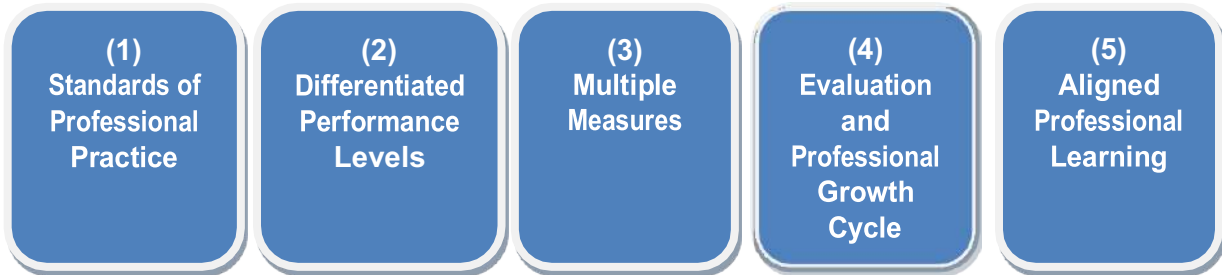
Through implementation of the Common Core State Standards (CCSS), effective teachers integrate cross-disciplinary skills to help students master content and apply knowledge and skills to explore ideas, propose solutions, develop new understandings, solve problems, and imagine possibilities. They strive to eliminate achievement gaps and to prepare diverse student populations for postsecondary and workforce success.

Effective teachers use assessment data to monitor each learner’s progress formatively, adjust instruction as needed, provide feedback to learners, and document learner progress against standards using multiple sources of evidence. They also analyze student learning outcomes to plan meaningful learning opportunities, customize instruction for students with a wide range of individual and cultural differences, and incorporate new technologies to maximize and individualize learning experiences.

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

II. REQUIRED ELEMENTS OF TEACHER AND ADMINISTRATOR EVALUATION AND SUPPORT SYSTEMS

Teacher and administrator evaluation and support systems in all Oregon school districts must include the following five elements:



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

(1) Standards of Professional Practice: Model Core Teaching Standards and Educational Leadership/Administrator Standards

The standards of professional practice are the cornerstone of an evaluation system. The Model Core Teaching Standards and Educational Leadership/Administrator Standards are the foundation of Oregon's evaluation framework. These professional standards outline what teachers and administrators should know and be able to do to ensure every student is ready for college, careers and engaged citizenship in today's world. These standards help frame a comprehensive definition of effective teaching and educational leadership.

Oregon legislation (SB 290) called for the adoption of teaching and administrator standards to be included in all evaluations of teachers and administrators in the school district. The State Board of Education adopted the Model Core Teaching Standards (581-022-2415) and Educational Leadership/Administrator Standards (581-022-2420) in December 2011 and requirements for district evaluation systems (581-022-2410).

Both the Model Core Teaching Standards and Educational Leadership standards build on national standards, are research based, utilize best practices, and were developed with a wide variety of stakeholders over the course of several years. Districts are required to build their evaluation and support systems using these adopted standards.

Model Core Teaching Standards

The Model Core Teaching Standards outline what teachers should know and be able to do to help all students improve, grow and learn. The standards outline the common principles and foundations of teaching practice necessary to improve student learning that encompass all subject areas and grade

levels. The standards reflect a new vision for teaching and learning critical for preparing all students for success in today's world and their future.

Key themes for improved student learning run throughout the standards:

- Personalized learning for diverse learners
- Cultural competence
- A stronger focus on application of knowledge and skills
- Improved assessment literacy
- A collaborative professional culture
- New leadership roles for teachers and administrators

The standards were developed by the Interstate Teacher Assessment and Support Consortium (InTASC) of the Council of Chief State School Officers (CCSSO) and represents the collaborative work of practicing teachers, teacher educators, school leaders, state agency officials, and CCSSO, including Oregon stakeholders.

The [Model Core Teaching Standards](#) are grouped into four domains of teaching: (A) The Learner and Learning, (B) Content, (C) Instructional Practice, and (D) Professional Responsibilities. See link below for accessing the complete Model Core Teaching Standards which delineates “essential knowledge,” “critical dispositions” and “performances.”

The Model Core Teaching Standards include:

(A) The Learner and Learning

Standard # 1: Learner Development

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

Standard #2: Learning Differences

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

Standard #3: Learning Environments

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

(B) Content

Standard # 4: Content Knowledge

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

Standard # 5: Application of Content

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

(C) Instructional Practice

Standard #6: Assessment

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

Standard #7: Planning for Instruction

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

Standard #8: Instructional Strategies

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

(D) Professional Responsibility

Standard #9: Professional Learning and Ethical Practice

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

Standard # 10: Leadership and Collaboration

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

(2) Differentiated Performance Levels for Teacher and Administrator Evaluations

Oregon's framework for evaluation is designed to assess teacher and administrator performance with respect to the Model Core Teaching Standards and Educational Leadership/Administrator Standards (i.e., standards of professional practice). To assess performance, evaluators use a rubric. Rubrics are scoring tools that describe characteristics of practice or artifacts at different performance levels.

Rubrics are designed with differentiated performance levels and performance descriptors. Performance descriptors are observable and measurable statements of educator actions and behaviors that serve as the basis for identifying the level of teaching or administrative performance. They contain descriptors at

each performance level illustrating the types of performance expected at a given level under a given standard of practice. Research indicates that using a rubric with four levels and clear descriptors will result in a more objective rating of performance. Descriptors can be used to guide individuals toward improving their practice at the next performance level.

Rubrics are designed to help educators and evaluators (1) develop a consistent, shared understanding of what proficient performance looks like in practice, (2) develop a common terminology and structure to organize evidence, and (3) make informed professional judgments about formative and summative performance ratings on each Standard and overall.

Oregon's framework uses a rating scale based on four performance levels: Level 1 (lowest) to Level 4 (highest). Definitions of each performance level are described in Table 1 below. Districts must use four levels but they may name the levels as desired (for example ineffective, emerging, effective and highly effective). Regardless of the terms used, they must be aligned to the levels described in the table below.

Table 1. Performance Levels

Performance Levels	Definitions of Performance as Applied to Standards of Professional Practice
Level 1	Does not meet standards; performs below the expectations for good performance under this standard; requires direct intervention and support to improve practice
Level 2	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
Level 3*	Consistently meets expectations for good performance under this standard; demonstrates effective practices and impact on student learning; continues to improve professional practice through ongoing professional learning
Level 4	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

***Level 3 represents proficient**

(3) Multiple Measures for Teacher and Administrator Evaluations

A comprehensive evaluation system must include a variety of evidence-based measures to evaluate teacher and administrator performance and effectiveness, based on standards of professional practice (i.e., INTASC and ISLLC). Multiple measures provide a more comprehensive view of the educator's practice and contribution to student growth. Multiple measures provide multiple data sources. Due to the complex nature of teaching and administrator practice, a single measure does not provide sufficient evidence to evaluate performance. When combined, multiple measures provide a body of evidence that informs the educator's evaluation resulting in a more accurate and valid judgment about performance and professional growth needs.

Multiple measures refer to the tools, instruments, protocols, assessments, and processes used to collect evidence on performance and effectiveness.

Oregon's teacher and administrator evaluation systems must include measures from the following three components: (A) Professional Practice, (B) Professional Responsibilities, and (C) Student Learning and Growth. All teachers and administrators will be evaluated using measures from each of the three categories in combination with one another. These categories are interdependent and provide a three-dimensional view of teacher and administrator practice as illustrated below. Evaluators will look at evidence from all three categories of evidence to holistically rate performance.

Categories of Evidence for Multiple Measures of Effectiveness



Senate Bill 290 requires district evaluation systems to incorporate student learning and growth as a factor in determining the effectiveness of teachers and administrators. Teachers and administrators, in collaboration with their supervisors/ evaluators, annually establish challenging and meaningful student learning and growth (SLG) goals, select evidence from valid and reliable measures, and regularly assess progress. The goal setting process for teachers must reflect most closely the teaching and learning that occurs in the classroom and allow teachers to choose goals based on the needs of their students and select appropriate measures that align with their goals. Administrator goals should be aligned to school and district goals.

Multiple Measures for Teacher Evaluations

The evaluation system must include a variety of evidence-based measures to evaluate teacher performance and effectiveness, based on the Model Core Teaching Standards. To provide a balanced view of teacher performance, evaluations of all licensed teachers must include evidence from the following three components: (A) Professional Practice, (B) Professional Responsibilities, and (C) Student Learning and Growth. Determining multiple measures for the district's local evaluation system is key; to be accomplished through a collaborative process involving teachers and administrators. Examples included under each category below are not all inclusive.

- A. Professional Practice:** Evidence of the quality of teachers' planning, delivery of instruction, and assessment of student learning.
- a. Classroom Observation
 - Evaluator's observation, documentation and feedback on a teacher's instructional practices; both formal and informal
 - b. Examination of Artifacts of Teaching
 - Examples: Lesson plans, curriculum design, scope and sequence, student assignments, student work
- B. Professional Responsibilities:** Evidence of teachers' progress toward their own professional goals and contribution to school-wide goals.
- Examples: Teacher reflections, self-reports, data analysis, professional goal setting, student growth goal setting, records of contributions, peer collaboration, teamwork, parent/student surveys, meetings, record keeping, portfolios, building level leadership (committees, demonstration classrooms)

Peer collaboration is encouraged as an effective practice. Peer evaluation of teachers may be used in the formative process, but under current Oregon law is not an appropriate measure in summative evaluation.

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

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

Teachers should set goals based on the standards to which they instruct. For those teachers who provide instruction in academic content areas, at least one of the two goals set must reflect the standards of the content area they teach. The content of the other goal can reflect non-academic goals for students. For those teachers who do not provide instruction in academic content areas goals should reflect the standards to which they instruct.

The state does not require the specific measures to be used by educators within their student learning and growth goals, but measures should be school-wide or district-wide to ensure reliability

and validity. Examples of possible measures are provided in Table 2. Districts are expected to use the SLG Goal Quality Checklist as part of the goal setting process, however, the SLG Goal Scoring Rubric is no longer required. Districts will have discretion in determining the method for scoring Student Learning and Growth goals.

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

Examples of Measures	Guidance
Statewide Assessments <ul style="list-style-type: none"> • SMARTER Balanced • OAKS Extended Assessments¹ • Science assessment • Social Sciences Assessment • ELPA 	<input type="checkbox"/> Same assessment and administration guidelines are used statewide
Examples of Other Assessments <ul style="list-style-type: none"> • Commercially developed assessments that include pre- and post-measures • Locally developed assessments that include pre- and post-measures • Results from proficiency-based assessment systems • Locally-developed collections of evidence, i.e. portfolios of student work that include multiple types of performance 	<input type="checkbox"/> Same assessment and administration guidelines are used district-wide or school-wide <input type="checkbox"/> Assessments meet state criteria
Other Non-Academic Measures <ul style="list-style-type: none"> • Attendance rates • 9th grade on-track • Graduation rates • Behavioral data 	

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

Table 3 illustrates how multiple measures align with the Model Core Teaching Standards for teacher evaluations.

Table 3. Multiple Measures Aligned to the Model Core Teaching Standards for Teacher Evaluations

MODEL CORE TEACHING STANDARDS

MULTIPLE MEASURES	DOMAIN 1 The Learner and Learning			DOMAIN 2 Content		DOMAIN 3 Instructional Practice			DOMAIN 4 Professional Responsibility	
Evaluation of a teacher's performance includes measures from all three categories of evidence:	#1 Learner Development	#2 Learning Differences	#3 Learning Environments	#4 Content Knowledge	#5 Application of Content	#6 Assessment	#7 Planning for Instruction	#8 Instructional Strategies	#9 Professional Learning and Ethical Practice	#10 Leadership and Collaboration
(A) Professional Practice <i>Measures of the quality of a teacher's planning, delivery of instruction, and assessment of student learning.</i>	a. Classroom Observation of Instructional Practice Evaluator's observation, documentation and feedback on teachers' professional practices; both formal and informal observations									
	b. Examination of Artifacts Examples: lesson plans, curriculum design, scope and sequence, student assignments, student work									
(B) Professional Responsibilities <i>Measures of the teacher's progress toward his or her own professional goals and contribution to school-wide goals.</i>									<i>Examples: professional growth plan, setting student growth goals, teacher reflections, self-reports, records of contributions, peer collaboration, teamwork, parent/student surveys, meetings, portfolios</i>	
(C) Student Learning and Growth <i>Quantitative measures of the teacher's impact on a student (or sets of students) as measured by multiple sources of student data over time.</i>	In collaboration with their evaluator, teachers will establish at least two student learning goals and identify strategies and measures that will be used to determine goal attainment aligned to their area of responsibility. The content of the other goal can reflect non-academic goals for students. For those teachers who do not provide instruction in academic content areas goals should reflect the standards to which they instruct.									

Multiple Measures Address the Needs of All Teachers

Using multiple measures of student growth allows for the inclusion of *all* educators in the evaluation system, including those in non-tested subjects (e.g., the arts, music, CTE) and grades for which standardized state tests are not administered. Basing the evaluation on multiple measures of student growth and measures of professional practice and professional responsibility allows appropriate customization of evaluations for teachers responsible for and students with disabilities or English Learners. For these educators, rigorous classroom-based measures provide another way to show concrete evidence of teachers' contribution to equitable student growth where standardized tests for their particular subject, grade, or specialization are not available.

While all Oregon teachers are held to the same standards of professional practice, evaluation processes and tools should be differentiated to accommodate the unique skills and responsibilities of special education and EL teachers where applicable.

Specialized skills and responsibilities for teachers who work with students with disabilities may include. *Examples:*

- Knowledge of evidence-based instructional strategies for students with special needs
- Appropriate use of instructional strategies and interventions to accommodate individual learning differences and augment achievement
- Knowledge of current special education legislation/laws to maintain legal compliance
- Progress monitoring (specifically with IEP goals)
- Effective case management skills to maintain records, prepare reports and correspondence; complete accurate and appropriate IEPs and meet compliance timelines
- Knowledge of social and behavioral interventions
- Specialized interventions for students with severe cognitive disabilities or other complex impairments
- Knowledge of texts, materials, and specialized equipment to support the individual learning needs of students
- Considerable knowledge of current literature, trends, and community resources (local, state, national) to provide information or support to parents
- Effective collaboration and communication skills with parents, educational personnel, students and other involved parties

Specialized skills and responsibilities for teachers who work with English Learners may include. *Examples:*

- Increase attention to home language and cultures
- Build connections between the students' school and home
- Employ appropriate research-based strategies to ensure students achieve literacy (e.g., developing and using EL literacy strategies, curriculum products, implementation plans and assessment tools)
- Exhibit theoretical and research-based knowledge of language acquisition and child development
- Work collaboratively with teachers in recognizing and responding to the multiple needs of the diverse learners
- Use a variety of ongoing, instructionally based assessment approaches to inform and differentiate instruction
- Research, teach, and model best practices used to address the needs of those students who struggle with reading and writing

- Assist with implementing a balanced approach of direct teaching using authentic, literature-based reading and writing opportunities
- Assist with district and school-wide literacy initiatives
- Keep abreast of technical, legislative, and professional developments and trends affecting EL programs, disseminate information to appropriate district personnel and provide ongoing professional development, and make recommendations for program adjustments
- Disaggregate and analyze data to target instruction, enhance student learning, and inform teacher practice
- Assist in monitoring the district's effectiveness and compliance with local, state, federal and court ordered requirements related to EL programs

Student Learning and Growth (SLG) Goal Setting Process

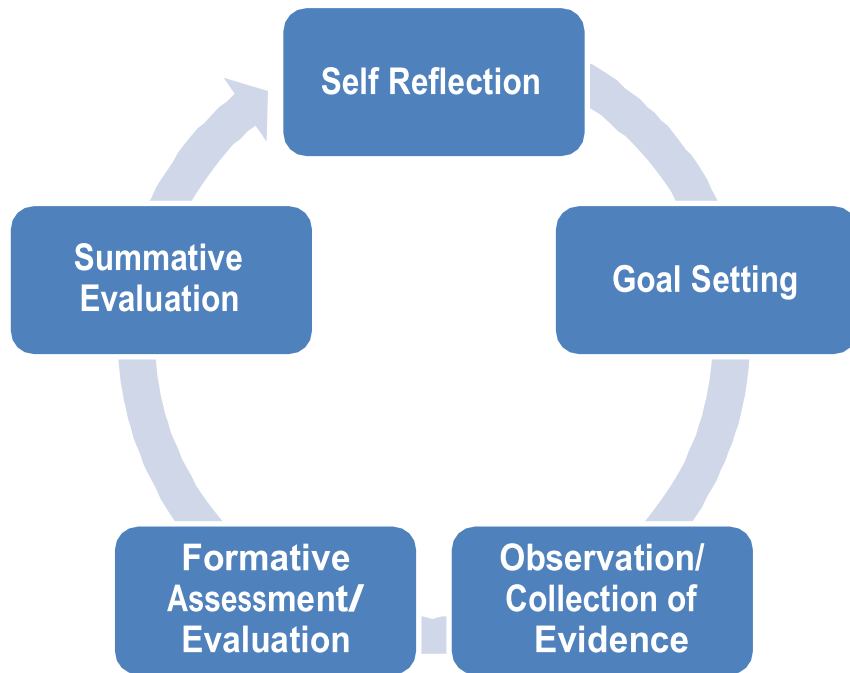
Goal setting for student learning and growth is an important process for every Oregon educator. Rigorous, measurable goals provide a clear path for teacher and students to succeed. Setting SLG goals helps ensure that lesson design, instruction and assessment result in learning for all students. ODE has developed guidance on the SLG goal setting process that includes the eight required components, sample templates for both teachers and administrators, as well as the SLG Goal Quality Review Checklist. This guidance can be found online at http://www.oregon.gov/ode/educator-resources/educator_effectiveness/Pages/slg.aspx

(4) Evaluation and Professional Growth Cycle for Teacher and Administrator Evaluations

Teacher and administrator evaluation systems are based on a cycle of continuous professional growth and learning. An effective process is collaborative and provides ongoing opportunity for relevant feedback and meaningful professional conversations. The focus is on improving effectiveness.

A common vision, identified professional standards, and a research-based performance rubric provide the foundation for common expectations, vocabulary and understanding. The evaluation process based on common language empowers the voice of the educator and observer. The following diagram illustrates the critical steps in the cycle. This cycle can be adapted to local district processes.

Evaluation and Professional Growth Cycle



Frequency of Evaluations

The evaluation and professional growth cycle is an ongoing process throughout an educator's career. The cycle begins with a self-reflection and culminates in a summative evaluation. Feedback must be provided to the educator throughout the one-year and two-year cycles. The summative evaluation is the springboard that leads into a new cycle. The summative evaluation occurs on a cycle determined by the educator's contract status:

- Probationary teachers – every year
- Contract teachers – at least every two years

Personnel Decisions

SB 290 and OAR 581-022-2410:

Adopt teaching and administrator standards to improve student academic growth and achievement by assisting school districts in determining the effectiveness of teachers and administrators and in making human resource decisions. School districts must describe in local board policy how their educator evaluation and support system is used to inform personnel decisions (e.g., contract status, contract renewal, plans of assistance, placement, assignment, career advancement, etc.).

Steps in an Evaluation and Professional Growth Cycle

STEP 1: Self-Reflection/Determining Needs

Based on the standards of professional practice, the first step of an evaluation system is self-reflection. The educator reflects on and assesses his/her professional practice and analyzes the learning and growth of his/her students in preparation for goal setting.

STEP 2: Goal Setting (*Student growth goals and professional goals*)

Based on the self-assessment, the educator identifies goals aligned with the standards of professional practice that encompass both practice and impact on student learning. The educator sets both professional practice goals and student learning goals. SMART goals and/or learning targets are used as a tool for effective goal setting.

STEP 3: Observation and Collection of Evidence (*Multiple measures*)

The educator and evaluator collect evidence using multiple measures regarding student learning and growth, professional practice, professional responsibilities, and student learning to inform progress throughout the process of evaluation.

STEP 4: Formative Assessment/Evaluation (*Analysis of evidence, Professional conversations, and Professional growth*)

The evaluator and educator review the educator's progress toward goals and/or performance against standards. This step includes three interdependent and critical parts: analysis of evidence, professional conversations, and professional growth. Both the educator and the observer analyze the evidence leading into a collaborative professional conversation. Feedback through professional conversations promotes awareness of growth that has occurred, and highlights professional growth needs. These conversations help the educator make adjustments in his/her practice and select relevant professional learning opportunities.

STEP 5: Summative Evaluation

This step is the culmination of multiple formative observations, reflections, professional conversations, etc. With the revision to OAR 581-022-2410 adopted by the State Board of Education in June 2017 districts are no longer required to use the Oregon Matrix as the method for determining summative evaluations. The summative evaluation must still take in to account the data gathered from multiple measures: professional practice, professional responsibilities, and goals that impact student learning and growth, however, it is the responsibility of individual districts to determine the degree to which the data collected in these three areas informs the educator's summative evaluation.

Planning for Professional Growth

The primary purpose of the summative evaluation should be to inform decisions about an educator's professional learning and the supports necessary to help him/her continue to grow in the profession. While no particular methodology for this process is required by the state, districts should consider how the data collected can be used to identify the focus for the support provided.

Summative Ratings

For federal reporting purposes, districts are required to provide ODE with a summative rating for their teachers and principals through the Principal and Teacher Data Collection. The summative rating must reflect the educator's performance relative to the standards for professional practice and responsibility described in the district's four-point evaluation rubric. Districts may include data collected as part of Student Learning and Growth goals in the summative rating, but it is not required. It is up to district discretion to determine how the data collected is used to inform the final rating.

(5) Aligned Professional Learning

The focus of the evaluation system is on improving professional practice and student learning. To that end, linking evaluations with high quality professional learning is key. Aligned evaluation systems inform educators of strengths and weaknesses and provide opportunities to make informed decisions regarding individual professional growth. High quality professional learning is sustained and focused and relevant to the educator's goals and needs. All educators must have opportunities for professional growth to meet their needs, not only those whose evaluation ratings do not meet the standard.

Data gathered from evaluation systems play a key role in identifying needed professional learning. Evidence from observations and artifacts tied to the district performance rubric as well as educator self-reflections and SLG goals aggregated at the district level can reveal areas of focus for professional learning that will benefit groups of educators. It can also identify those staff who can serve as models or leaders in a particular area of practice.

It is important to keep in mind that professional learning occurs in many ways. Job-embedded professional learning, when done well with support from leadership, can result in powerful learning. This can include coursework, peer observation and feedback, and participation in collaborative learning.

In many schools and districts educators engage in job-embedded professional learning through data teams or professional learning teams/communities. The term "Professional Learning Communities" has

many interpretations, however to be effective PLCs need to be carefully purposed, structured, facilitated and evaluated. Key components include:

- leadership support and oversight
- clearly defined goals and expectations
- trained facilitation
- designated meeting time
- agendas
- meeting notes to track new learning, progress toward goals, and decisions

Regardless of format, the national Learning Forward Standards for Professional Learning should be used to shape effective, professional learning for all educators. See the Learning Forward website for information.

APPENDIX - A

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Aligned Professional Development Plan – Guidance for individual plans

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

Standards for Professional Development
Professional development that increases educator effectiveness and raises student achievement includes...
Learning Communities: The Reedsport School District (RSD) is committed to maintaining Professional Learning Communities (PLC). Our Professional Learning Communities apply cycles of continuous improvement including: creation of common assessments, analysis of data to determine student and educator learning needs, review and implementation of evidence based strategies.
Leadership: RSD has potential 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 RSD administrative team to develop capacity, advocate and create support systems for professional development.
<p>Resources: 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. RSD is committed to prioritizing the resources to increase educator effectiveness.</p> <p>Resources in RSD include: after-school meetings, Professional Learning Communities, tuition reimbursement, mentoring, job imbedded prep times when possible, and technology resources such as online student grading.</p> <p>RSD uses recommendations from leadership stakeholders (DLT) to examine, adjust, or change coordinated resources that affect professional development.</p>

Data: Evaluation data and results from common assessments collected throughout the year will be used to assess student growth goal progress. Multiple measures will be used to evaluate a teacher's professional practice, professional responsibility and impact on student growth. Professional needs should have links to current student data as well as the results of the previous year's evaluation deficits. Teachers will reflect upon this data when completing their self-assessment at the beginning and end of the school year.

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

Data will be collected on the effectiveness of professional development opportunities through internal and external evaluations and links to increased educator effectiveness and raised student achievement.

Learning Designs: Integrating theories, research, and human learning models into planning and design will increase effectiveness of professional development.

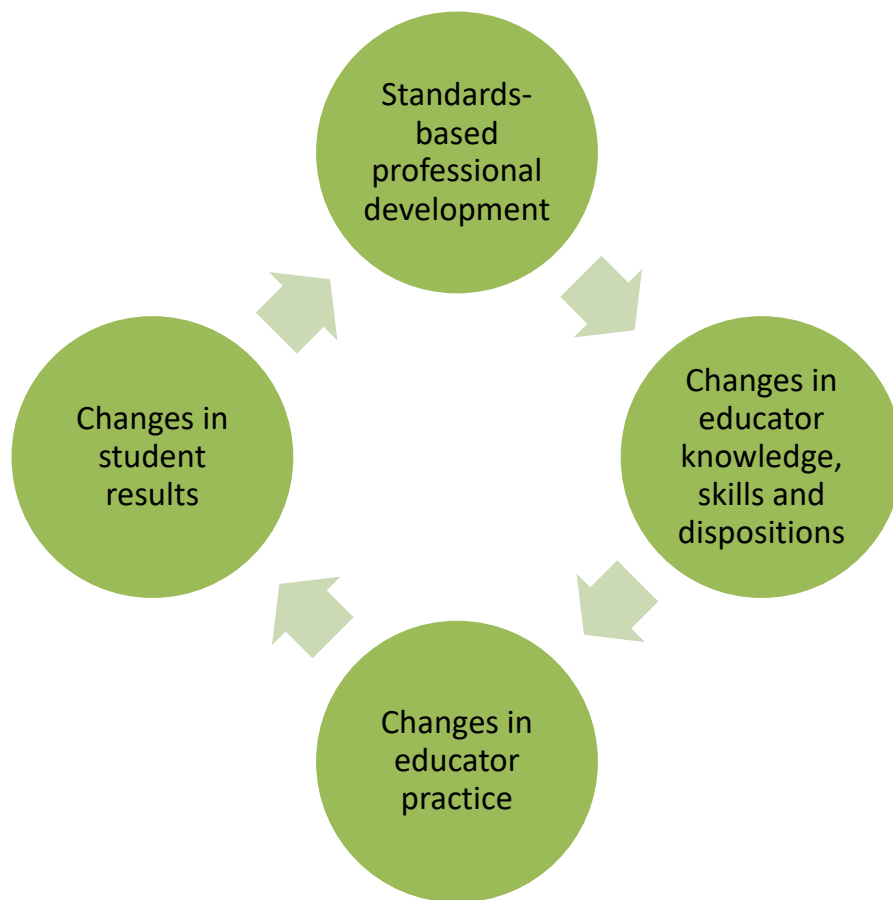
RSD uses many different types of frameworks to design and facilitate the learning needs of students. These include active engagement, Sheltered Instruction Observation Protocol (SIOP), modeling, formative & summative assessments, common assessments, data analysis, book studies, targeted learning walks,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

RSD 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. RSD is committed to supporting embedded 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. RSD 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 RSD evaluation handbook require teachers to have a clear understanding of CCSS (Common Core State Standards) and other mandated 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



Teacher _____ Supervisor _____

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.):

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

SCHOOL _____

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 – Start of Year and Prior to Summative Evaluation**Due:** _____Teacher Name: _____
Assignment _____School: _____
Date: _____

Domain I: The Learner and Learning	U	B	P	E	NA
Standard 1: Learner Development					
Standard 2: Learning Differences					
Standard 3: Learning Environments					
Comments:					
Domain II: Content	U	B	P	E	NA
Standard 4: Content Knowledge					
Standard 5: Application of Content					
Comments:					
Domain III: Instructional Practice	U	B	P	E	NA
Standard 6: Assessment					
Standard 7: Planning for Instruction					
Standard 8: Instructional Strategies					
Comments:					
Domain IV: Professional Responsibility	U	B	P	E	NA
Standard 9: Professional Learning and Ethical Practices					
Standard 10: Leadership and Collaboration					
Comments:					
OVERALL Comments:					

Formative Evaluation Form – Optional Mid-Year Tool

Teacher Name: _____ Probationary: ☐ Year _____ Contract ☐

Supervisor: _____ School: _____ Assignment _____

Domain I: The Learner and Learning	U	B	P	E	NA
Standard 1: Learner Development					
Standard 2: Learning Differences					
Standard 3: Learning Environments					
Comments:					
Domain II: Content	U	B	P	E	NA
Standard 4: Content Knowledge					
Standard 5: Application of Content					
Comments:					
Domain III: Instructional Practice	U	B	P	E	NA
Standard 6: Assessment					
Standard 7: Planning for Instruction					
Standard 8: Instructional Strategies					
Comments:					
Domain IV: Professional Responsibility	U	B	P	E	NA
Standard 9: Professional Learning and Ethical Practices					
Standard 10: Leadership and Collaboration					
Comments:					
OVERALL Comments:					

Teacher _____

Supervisor _____

Date _____

This Evaluation has been discussed between the supervisor and teacher.

Summative Evaluation Form

Teacher Name: _____ Probationary: ☐ Year _____ Contract ☐

Supervisor: _____ School: _____ Assignment _____

Performance Levels	Definitions of Performance as Applied to Standards of Professional Practice
Unsatisfactory	Does not meet standards; performs below the expectations for good performance under this standard; requires direct intervention and support to improve practice
Basic	Making sufficient progress toward meeting this standard; meets expectations for good performance most of the time and shows continuous improvement; expected improvement through focused professional learning and growth plan
Proficient	Consistently meets expectations for good performance under this standard; demonstrates effective practices and impact on student learning; continues to improve professional practice through ongoing professional learning
Exemplary	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
Summative Rating	The Summative Rating is determined by compiling the ratings from each of the four (4) 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:

Domain I: The Learner and Learning

	U	B	P	E	NA
Standard 1: Learner Development					
Standard 2: Learning Differences					
Standard 3: Learning Environments					
Domain I: The Learner and Learning					
Comments:					

Domain II: Content

	U	B	P	E	NA
Standard 4: Content Knowledge					
Standard 5: Application of Content					
Domain II: Content					
Comments:					

Domain III: Instructional Practice

	U	B	P	E	NA
Standard 6: Assessment					
Standard 7: Planning for Instruction					
Standard 8: Instructional Strategies					
Domain III: Instructional Practice					
Comments:					

Domain IV: Professional Responsibility

	U	B	P	E	NA
Standard 9: Professional Learning and Ethical Practices					
Standard 10: Leadership and Collaboration					
Domain IV: Professional Responsibility					
Comments:					

Summative Rating and Additional Comments	U	B	P	E	NA
Domain I: The Learner and Learning					
Domain II: Content					
Domain III: Instructional Practice					
Domain IV: Professional Responsibility					
Summative Rating:					
Comments:					

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.

Original to Human Resources**Copy to Supervisor****Copy to Teacher**

REEDSPORT SCHOOL DISTRICT TEACHER GOALS PROCESS TEMPLATE

(The use of this form is a starting point. Other formats may be more effective and may be attached.)

Teacher	
Assignment	
School	
Administrator	

Initial Conference	Domain (1-4) Which of the domains is your goal focused on?			
	Specific Domain Standard(s) Which 1-2 standards are your goal targets?			
	Rationale Why are you choosing this goal?			
	Goal Statement (written in SMART format)			
	Strategies for Improvement Provide specific strategies, actions, and activities that will lead to goal attainment.			
	Evidence/Artifacts What evidence or artifacts could be collected?			
	Implications for Professional Growth What professional development will help me accomplish my goal? How has my self-assessment and evaluation informed my professional development needs? How might I team with colleagues in professional development toward my goal? How will my professional development impact my student growth goal?			
	Teacher Signature:	Date:	Administrator Signature:	Date:

REEDSPORT SCHOOL DISTRICT TEACHER MID-YEAR GOALS PROCESS TEMPLATE
(The use of this form is optional except as noted for staff on a plan of assistance.)

Mid-Year Review	Collaborative Mid-Year Data Review What progress has been made? Attach supporting data.			
	Strategy Modification What adjustments need to be made to my strategies?			
	Strategies for Professional Growth Has my professional growth to date been relative? How has my professional growth impacted student learning? Have my professional growth needs changed? If so, how?			
	Teacher Signature:		Date:	Administrator Signature:
Teacher				
Assignment				
School				
Administrator				

REEDSPORT SCHOOL DISTRICT TEACHER GOALS PROCESS TEMPLATE
(The use of this form is optional for goal reviews. Other formats may be more effective.)

Teacher	
Assignment	
School	
Administrator	

Evaluation Conference	End-of-Year Data What does the end of the year data show? Attach data.			
	Reflection on Results Overall, what worked, or what should be refined?			
	Professional Growth Reflection How can I use the results to support my future professional growth? What additional professional growth needs do I have based on my self assessment?			
	Teacher Signature:	Date:	Administrator Signature:	Date:

REEDSPORT SCHOOL DISTRICT TEACHER STUDENT GROWTH GOALS PROCESS TEMPLATE
Two (2) goals in this area are required. The use of this form is optional for writing students growth goals if another format would be more effective.

Teacher	
Assignment	
School	
Administrator	

Initial Conference	Content The goal is being written around which grade/subject/level?			
	Demographics What are the characteristics or special learning circumstances of my class(es)? (% on IEP's, ELL, etc.)			
	Baseline Data What are the learning needs of my students? Attach supporting data.			
	Student Growth Goal Statement (written in SMART format)			
	Strategies for Improvement How will I help students attain this goal? Provide specific actions that will lead to goal attainment.			
	Evidence/Artifacts What evidence or artifacts could be collected?			
	Implications for Professional Growth (Things to consider...not all may apply.) What professional development will help me accomplish my goal? How has my self-assessment and evaluation informed my professional development needs? How might I team with colleagues in professional development toward my goal? How will my professional development impact my student growth goal?			
Teacher Signature:		Date:	Administrator Signature:	Date:

REEDSPORT SCHOOL DISTRICT TEACHER STUDENT GROWTH GOALS PROCESS TEMPLATE
Two (2) goals in this area are required. The use of this form is optional for writing student's growth goals if another format would be more effective.

Teacher	
Assignment	
School	
Administrator	

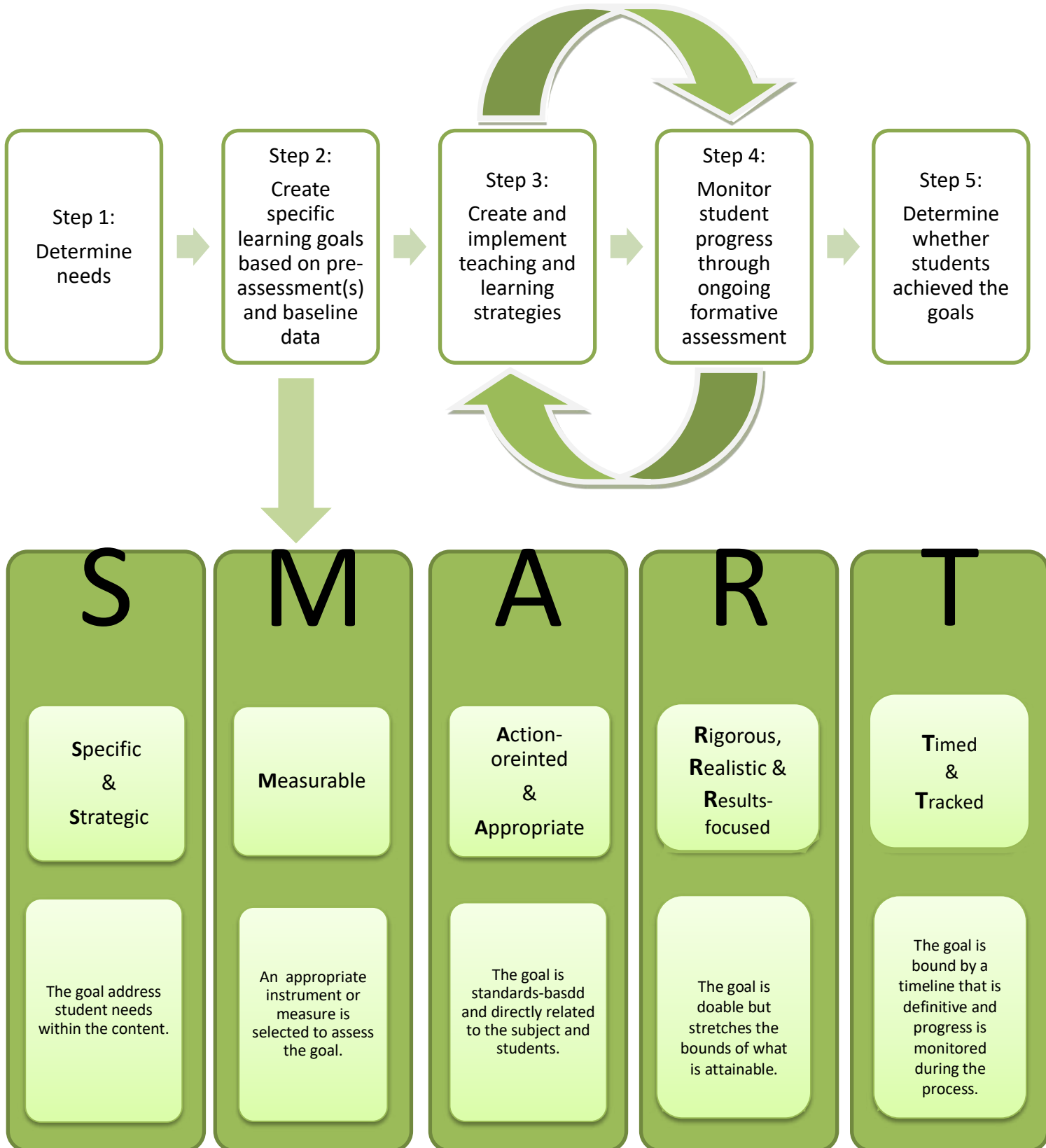
Mid-Year Review	Collaborative Mid-Year Data Review What progress has been made? Attach supporting data.			
	Strategy Modification What adjustments need to be made to my strategies?			
	Implications for Professional Growth (Things to consider...not all may apply.) Has my professional growth to date been relative? How has my professional growth impacted student learning? Have my professional growth needs changed? If so, how?			
	Teacher Signature:	Date:	Administrator Signature:	Date:

REEDSPORT SCHOOL DISTRICT TEACHER STUDENT GROWTH GOALS PROCESS TEMPLATE
Two (2) goals in this area are required. The use of this form is optional for writing student's growth goals if another format would be more effective.

Teacher	
Assignment	
School	
Administrator	

Evaluation Conference	End-of-Year Data What does the end of the year data show? Attach summary data.			
	Reflection on Results Overall, what worked, or what should be refined?			
	Professional Growth Reflection How can I use the results to support my future professional growth? What additional professional growth needs do I have based on my self assessment?			
	Teacher Signature:	Date:	Administrator 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"> Identifies sources of information about students (e.g. test scores from prior years, results of pre-assessments) Draws upon trend data, if available Summarizes the teacher's analysis of the baseline data by identifying student strengths and weaknesses 	<ul style="list-style-type: none"> Identifies the class or subgroup of students covered by the SGG Describes the student population and considers any contextual factors that may impact student growth (demographic, life event, etc.) If subgroups are excluded, explains which students, why they are excluded and if they are covered in another SGG 	<ul style="list-style-type: none"> Matches the length of the course (e.g. quarter, semester, year) Reflects students who receive at least 85% of the teacher's instruction for that course 	<ul style="list-style-type: none"> Specifies how the SGG will address applicable Common Core State Standards Represents the big ideas or domains of the content taught during the interval of instruction Identifies core knowledge and skills students are expected to attain as required by the applicable standards 	<ul style="list-style-type: none"> Identifies assessments that have been reviewed by content experts to effectively measure course content and reliably measure student learning as intended Selects measures with sufficient "stretch" so that all students may demonstrate learning, or identifies supplemental assessments to cover all ability levels in the course Provides a plan for combining assessments if multiple summative assessments are used 	<ul style="list-style-type: none"> Uses baseline or pretest data to determine appropriate growth Sets developmentally appropriate targets Creates tiered targets when appropriate so that all students may demonstrate growth Sets ambitious yet attainable targets 	<ul style="list-style-type: none"> Demonstrates teacher knowledge of students and content Explains why target is appropriate for the population Addresses observed student needs Uses data to identify student needs and determine appropriate growth targets Explains how targets align with school and district goals Sets rigorous expectations for students and teacher(s)

Template for Gathering Artifacts – Optional Form

Educator—Name/Title:

Evaluator—Name/Title:

School(s):

Educator Plan: ☐ Self-Directed Growth Plan ☐ Directed Growth Plan
☐ Developing Educator Plan ☐ Improvement Plan*

Plan Duration: ☐ Two-Year ☐ One-Year ☐ Less than a year _____

Artifact Title/Name:

Submission Date:

Artifact Evidence <i>What aspects of educator performance does this artifact illustrate?</i>	Aligned Indicator

Star evidence statements that show progress toward attaining student learning goal(s) or professional practice goal(s).

Model Core Teaching Standards			
I. The Learner and Learning	II. Content	III. Instructional Practice	IV. Professional Responsibility
1a. 1b. **TBD upon completion of identifying Model Core Teaching Standards Rubric	2a. 2b. **TBD upon completion of identifying Model Core Teaching Standards Rubric	3a. 3b. **TBD upon completion of identifying Model Core Teaching Standards Rubric	4a. 4b. **TBD upon completion of identifying Model Core Teaching Standards Rubric

Plan of Assistance for Improvement Form

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 Representative Signature: _____ Date: _____

Original to Teacher

Copy to Supervisor

Copy to Human Resources

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:

Learning Communities
Resources
Learning Designs
Outcomes
Leadership
Data
Implementation

Note:

One clock hour = 1 PDU
One quarter hour credit = 20 PDU's.
One semester hour credit = 30 PDU's

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 Reedsport. 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 Reedsport 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 Reedsport 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.