

# Educators' Handbook For Professional Growth



**We believe in...**

*Educating the Whole Child*

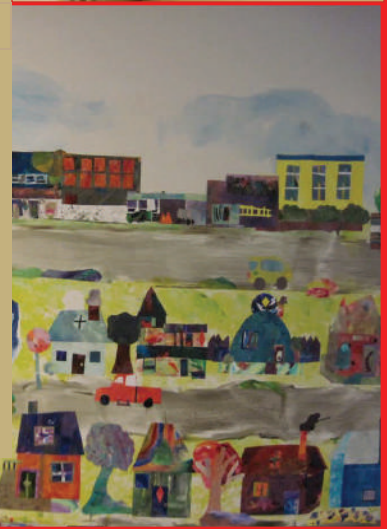
*Circle of Support*

*Academic Excellence*

*Community Partnerships*

*Personalized Education*

*Integrated Technology*



**WEST LINN - WILSONVILLE SCHOOL DISTRICT**



Boeckman Creek Primary



Cedar oak Primary



Sunset Primary



Bolton Primary



Lowrie Primary



Trillium Creek Primary



Boones Ferry Primary



Stafford Primary



Willamette Primary



Athey Creek MS



CREST



West Linn HS



Inza Wood MS

## West Linn - Wilsonville School District



District Office



Arts & Technology HS



Rosemont Ridge MS



Wilsonville HS



# **EDUCATORS' HANDBOOK FOR PROFESSIONAL GROWTH**

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## ***A MESSAGE FROM THE SUPERINTENDENT***

Greetings!

As a district we place a high value on quality teaching and our professional learning and growth has always been an important part of our work together. Over the course of the year a committed group of teachers and administrators have made time to review and refresh our administrator and teacher professional growth, supervision, and evaluation planning standards and documents in efforts to insure that they align with recent legislation outlined in Senate Bill 290 and to meet guidelines outlined in Oregon's NCLB waiver.

As always, this team has been committed to supporting systems, standards, and processes that encourage and support the development of our personal growth mindsets towards the continual improvement of teaching, learning, and leadership practice.

Great thought and effort went into the development of our current systems which resulted in a document with rich descriptions of excellence in teaching within each of the teaching standards. Because the work was of such high quality most of the renewed processes and standards will look very much the same. As always we will, 1) set annual goals, 2) consider the activities necessary to achieve our goals, and 3) collect evidence to use as we reflect on the results of our goals and plans.

Goals will continue to be set annually and the renewed plans ask that evidence be collected in three specific areas:

1. Professional practice
2. Professional responsibility
3. Student learning and growth

In setting goals and collecting evidence for student learning and growth we will each be asked to choose the results of at least two measures to include in our reflection. Each of us must choose at least one district, state, or nationally standardized measure and for teachers teaching tested subjects and grades, one measure must include one of our state assessments.

Some have shared concern about the effects of including standardized assessments in our evaluation systems and this issue has been taken very seriously by this team. We wish to make it very clear that our vision of excellence in teaching and leading is in the spirit of growth mindset. We value effort, trying, great thinking, and in developing an environment safe to "practice" our practice. Our "look fors" are not whether a specific number of students met a specific target on a standardized assessment, but in how assessment is used thoughtfully and effectively in planning, teaching, and in reflecting on teaching.

We look forward to sharing and receiving feedback around our draft plan and on May 22<sup>nd</sup> we plan to bring a teacher representatives from each school together to review the draft and to generate feedback.

A draft revised with feedback from the May 22<sup>nd</sup> meeting will be presented to all staff prior to the end of the school year and to the School Board in June.

We think it is also important to note that we consider 2013-2014 a trial year and we look forward to improving our thinking and our processes based on what we learn through our practice and doing.

Our thanks again to the team for making your great thinking available and we look forward to moving these ideas forward.

With the Spirit of the 290 Squad,

Bill

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## INTRODUCTION

*Teaching is one of the most complex human endeavors imaginable.*

*~ Jon Saphier and Robert Gower*

West Linn-Wilsonville School District contributes to a school learning community guided by a mission question and six lively vision themes:

***How do we create learning communities for the greatest thinkers and most thoughtful people... for the world?***

- Personal and academic excellence
- Personalized education
- Circle of support
- Community partnerships
- Integrating technologies in daily learning
- Educating the whole child

Just as the mission and vision themes guide the learning for students, these same themes guide the professional growth of the educators in the community. This *Educators' Handbook for Professional Growth* was developed in 1999 to signal a substantive change in this process from an inspection/evaluation model to a professional growth learning model. This 2013 update reaffirms that teachers in this professional culture are actively engaged every day in improving understanding of the art and science of teaching.

*Understanding practice is the single most important precondition for improving practice and the hallmark of a professional.*

*~ Roland Barth*

This *Educators' Handbook for Professional Growth* explains the professional growth process, reviews performance standards, and establishes the plan to continually improve quality teaching and learning. Among the multiple goals of this handbook are these:

- To contribute to systematic improvement of instruction;
- To honor high standards of professional practice;
- To support instructional improvement with mentoring and guidance;
- To provide fair and dignified procedures when improvement has not occurred and the process results in resignation or non-renewal;
- To comply with state statutes, Senate Bill 290, and contractual agreements on evaluation and fair dismissal.

## TEACHING IN WEST LINN-WILSONVILLE SCHOOL DISTRICT

*The secret joy in work is excellence*

~ Pearl Buck

The professional learning culture in The West Linn-Wilsonville School District is both generous and engaging. It is based on a growth mindset in each teacher, demonstrating continuous effort to develop expertise as a learner and as a teacher. Teachers demonstrate *Learning Expertise* by continually seeking feedback, refining skills and attitudes, practicing self-monitoring, and finding ways to avoid plateaus in their own learning. *Teaching Expertise* cultivates the ability to create conditions for learning for all students (Fink & Markholt, p.9-11, 2011).

The Six Professional Teaching Standards were adopted in West Linn-Wilsonville in 2009 from the *California Standards for the Teaching Profession* with permission from the New Teacher Center to use the *Professional Teaching Standards* and *Continuum of Teacher Development*.

This *Educators' Handbook for Professional Growth* builds upon a proud West Linn-Wilsonville tradition of professionalism and an intentional shift in the 1990s from an inspection model to a professional growth model for teacher development and evaluation. This third revision in 2013 updates the process to enfold the requirements of the state of Oregon set out in SB 290 and the NCLB waiver.

Generous thanks are extended to the committee of educators who contributed to and completed this 2013 revision:

Lou Bailey, Principal  
Tracy Cohen, Teacher  
Arden Eby, Teacher/WLEA President  
Rob Hoisington, Teacher  
Dr. Kathy Ludwig, Assistant Superintendent  
Pat Mickiewicz, Teacher  
Kathe Monroe, Director of Human Relations  
Dr. David Pryor, Principal  
Dr. Bill Rhoades, Superintendent  
Barb Soisson, Principal  
Dr. Jane Stickney, Deputy Superintendent

The process for professional growth and evaluation is set out in the second section of this book. The process defines collaborative goal setting in the areas of:

- 1) Professional Practice;
- 2) Professional Responsibility; and
- 3) Student Learning and Growth.

The professional goals coordinate with the school goals and contribute to the goals of the school district and the state of Oregon. The process offers the probationary teacher multiple opportunities to respond to feedback and gather evidence of learning and accomplishment in each of these three areas. The process offers contract teachers additional alternative opportunities to seek feedback, expand and add to the collection of evidence. The addition of student learning goals and the requirement to collect at least one standardized measure provides information about the impact of experience on student learning. The inclusion of that data does not shift our vision of excellence in teaching. An excellent teacher places effort behind continuous improvement as a learner and as a teacher focused on increasing achievement and success for each and every student.



The *Professional Teaching Standards*, the *Continuum of Teacher Development*, and the *The Five Dimensions* from Center for Educational Leadership provide useful structures for thinking about teacher development. The *Professional Teaching Standards* define the teacher's responsibilities in the six standards. The *Continuum of Teacher Development* is a tool for differentiating levels of practice. *The Five Dimensions* framework provides a tool that allows teachers and principals to dive more deeply into purpose, engagement, curriculum, pedagogy, assessment, and classroom culture. The Five Dimensions framework provides questions to lead professional inquiry toward greater levels of effectiveness.

## **THE SIX NARRATIVES**

and complexity of teaching by which all teachers can define and develop their practice. The **Standards** are to be used by teachers to prompt reflection about teaching and learning; develop professional goals; and guide, monitor, and assess the progress of teachers' practice toward professional goals. The **Standards** address the diversity of student population in schools today and reflect a holistic, developmental view of teaching.

### **#1     Standard for engaging and supporting all students in learning**

Teachers build on students' prior knowledge, life experience, and interests to achieve learning goals for all students. Teachers use a variety of instructional strategies and resources that respond to students' diverse needs. Teachers facilitate challenging learning experiences for all students in environments that promote autonomy, interaction, and choice. Teachers actively engage ALL students in problem solving and critical thinking within and across subject matter areas. Concepts and skills are taught in ways that encourage students to apply them in real-life contexts that make subject matter meaningful. Teachers assist all students to become self-directed learners who are able to demonstrate, articulate, and evaluate what they learn.

### **#2     Standard for creating and maintaining effective environments for student learning**

Teachers create physical environments that engage ALL students in purposeful learning activities, and encourage constructive interactions among students. Teachers maintain safe learning environments in which all students are treated fairly and respectfully as they assume responsibility for themselves and one another. Teachers encourage all students to participate in making decisions and in working independently and collaboratively. Expectations for student behavior are established early, clearly understood, and consistently maintained. Teachers make effective use of instructional time as they implement class procedures and routines.

### **#3     Standard for developing as a professional educator**

Teachers reflect on their teaching practice and actively engage in planning their professional development. Teachers establish professional learning goals, pursue opportunities to develop professional knowledge and skill, and participate in the extended professional community. Teachers learn about and work with local communities to improve their professional practice. Teachers communicate effectively with families and involve them in student learning and the school community. Teachers contribute to school activities, promote common school goals and improve professional practice by working collegially with all school staff. Teachers balance professional responsibilities and maintain motivation and commitment to all students.

**#4. Standard for understanding and organizing subject matter for student learning**

Teachers exhibit strong working knowledge of subject matter and student development. Teachers organize curriculum to facilitate students' understanding of the central themes, concepts, and skills in the subject area. Teachers interrelate ideas and information within and across curricular areas to extend students' understanding. Teachers use their knowledge of student development, subject matter, instructional resources and teaching strategies to make subject matter accessible to all students.

**#5. Standard for assessing student learning**

Teachers establish and clearly communicate learning goals for all students. Teachers collect information about student performance from a variety of sources. Teachers involve all students in assessing their own learning. Teachers use information from a variety of ongoing assessments to plan and adjust learning opportunities that promote academic achievement and personal growth for ALL students. Teachers exchange information about student learning with students, families, and support personnel in ways that improve understanding and encourage academic progress.

**#6 Standard for planning instruction and designing learning experiences for all students**

Teachers plan instruction that draws on and values students' backgrounds, prior knowledge, and interests. Teachers establish challenging learning goals for all students based on student experience, language, development, and home and school expectations. Teachers sequence curriculum and design long-term and short-range plans that incorporate subject matter knowledge, reflect grade level curriculum expectations, and include a repertoire of instructional strategies. Teachers sequence curriculum and use instructional activities that promote learning goals and connect with student experiences and interests. Teachers modify and adjust instructional plans according to student engagement and achievement.

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## THE TEACHER DEVELOPMENT AND EVALUATION PROCESS

*Highlight my strengths, and my weaknesses will disappear*

~ Maori saying

In this section you will find information about the process and timelines for teacher development and evaluation. The process is founded on a belief that a *growth mindset* creates the essential condition for continuous improvement in these three areas:

- 1) Professional practice;
- 2) Professional responsibilities; and
- 3) Student learning and growth.

In this professional process, the highest level of practice is characterized by an unwavering professional effort to develop new expertise, to refine practice, and to contribute to the success of each child in our care.

*“ I came to this district as a teacher and I am leaving as a learner. I am grateful.”*

~ West Linn-Wilsonville teacher comment delivered at his retirement reception

Built upon the thinking behind the district *Educators' Handbook for Professional Growth*, this updated handbook incorporates some changes and expanded elements required by the State of Oregon Senate Bill 290 and Oregon's NCLB waiver.

You may note both similarities and differences in these areas:

1. The committee chose to reaffirm the same six *Professional Teaching Standards* that have been in place since 2009.
2. The Continuum of Teacher Development is organized to describe four differentiated professional levels and a fifth representing a beginning pre-service level.
3. Teachers will organize and collect evidence of their professional practice under three areas: 1) Professional practice, 2) Professional responsibilities and 3) Student learning and growth. Evidence may come from formal observations, short focused observations and contract teachers may still personalize their plan with the alternative professional growth processes.
4. Teachers will establish at least two student learning goals and identify strategies and measures for those goals. Student learning goals will be written in the SMART goal format.
5. The timeline describes the familiar cycle of professional growth with a one year summary for probationary teachers and a two year summary for contract teachers.
6. The district will continue to support high quality professional learning and practice aligned to teachers' goals.

## **PROFESSIONAL GROWTH FOR PROBATIONARY TEACHERS**

A teacher has probationary status during the first three years in the West Linn-Wilsonville School District. Professional Goals during those three years are carried out within a close collaborative partnership between the teacher and the administrator. The teacher and administrator will collaborate to develop professional goals and student performance goals written in the SMART goal format.

The teacher holds primary responsibility for his or her professional development. The administrator and teacher share responsibility for designing and monitoring the program, documenting professional development activities, and reporting progress. Probationary teachers receive a formal written summary for each of their first three years. The teacher and administrator will share responsibility for meeting the stated timelines.

The District honors teachers who have successfully completed three years and who are moving to contract status at a reception held each April: The Evening of Excellent Teaching.

The District has been a member of the Mentor Grant since 2009 and holds a strong belief in providing mentorship for teachers new to the profession.

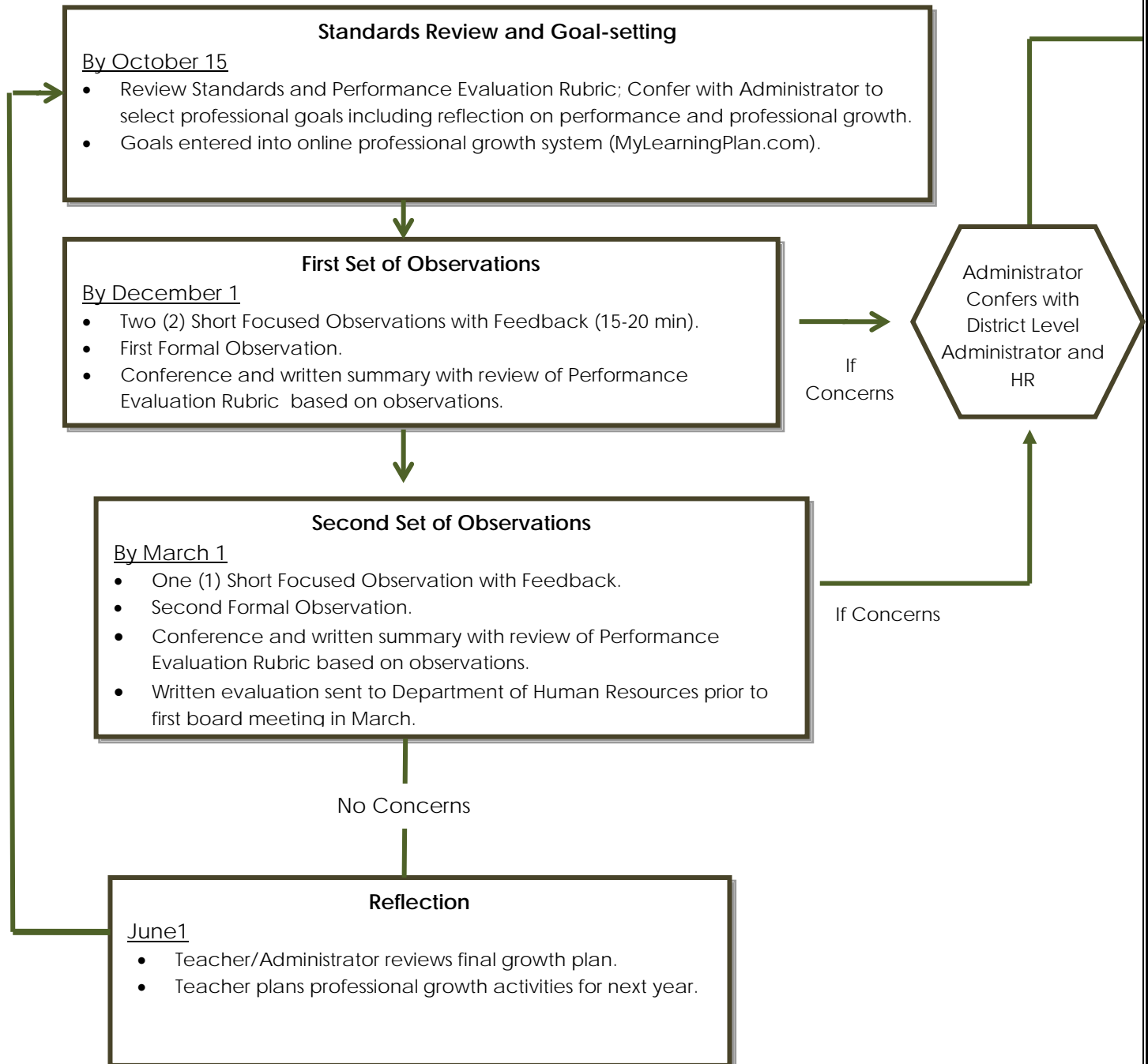
New teachers in their first year attend *Great Expectations*, a professional development opportunity that provides support and time for reflective conversation about teaching and learning in West Linn-Wilsonville School District.



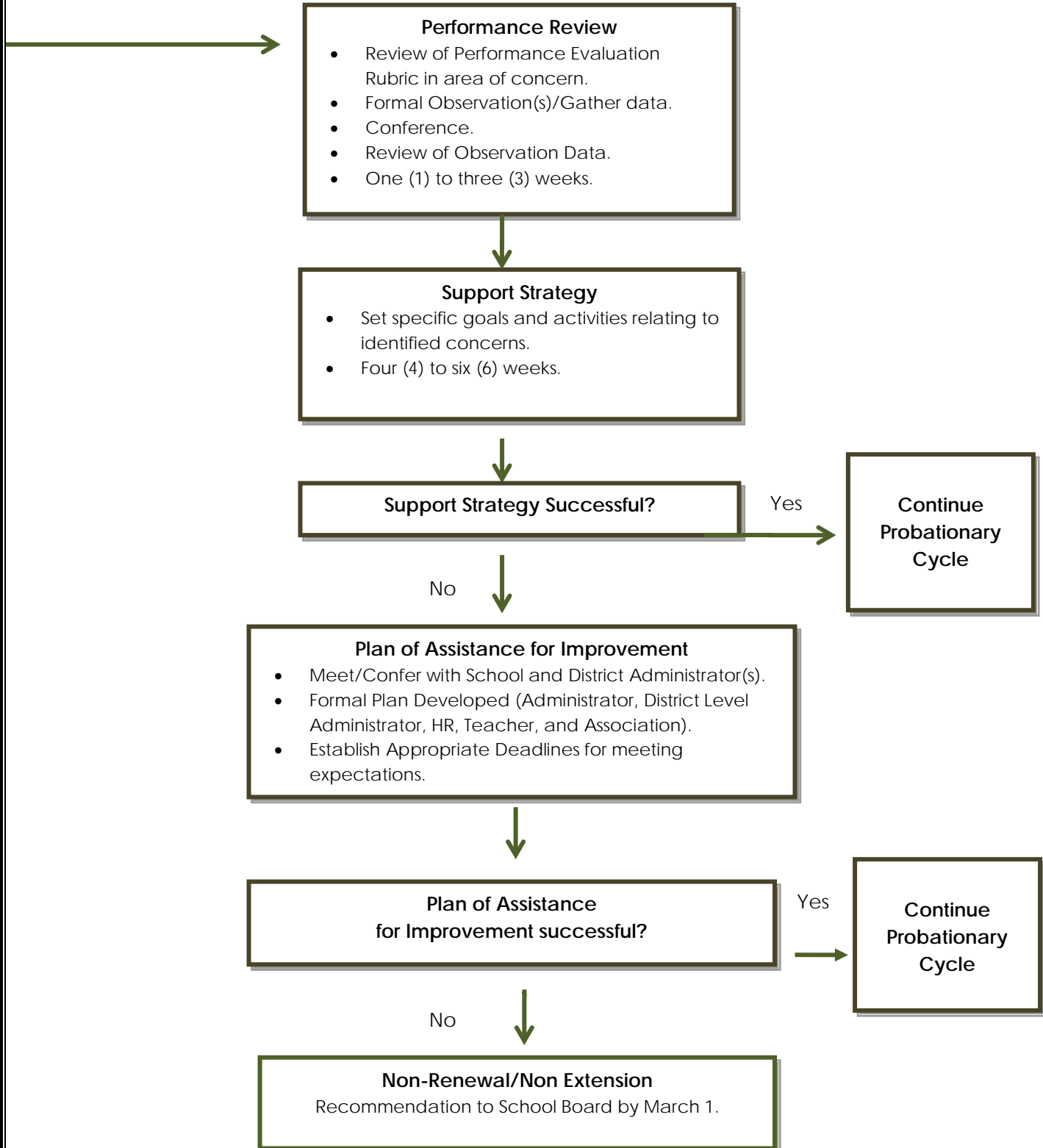
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## Probationary Teacher Performance Evaluation Cycle



\* SHORT FOCUSED AND FORMAL OBSERVATIONS ARE REQUIRED FOR BOTH TEMPORARY AND PROBATIONARY





## West Linn-Wilsonville School District



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We believe in...  
*Educating the Whole Child*  
*Circle of Support*  
*Academic Excellence*  
*Community Partnerships*  
*Personalized Education*  
*Integrated Technology*

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## **PROFESSIONAL GROWTH FOR CONTRACT TEACHERS**

A teacher has contract status after three years of successful teaching in the West Linn-Wilsonville School District. Professional Goals for Contract teachers are carried forward in collaboration with the principal and with other colleagues. Contract teachers participate in a two year professional growth cycle. The professional growth program for contract teachers is open to multiple options, drawing from professional practice, professional responsibilities and student learning and growth, allowing the teacher to personalize his or her professional growth development. The teacher and administrator will collaborate to develop professional goals and student performance goals written in the SMART Goal format.

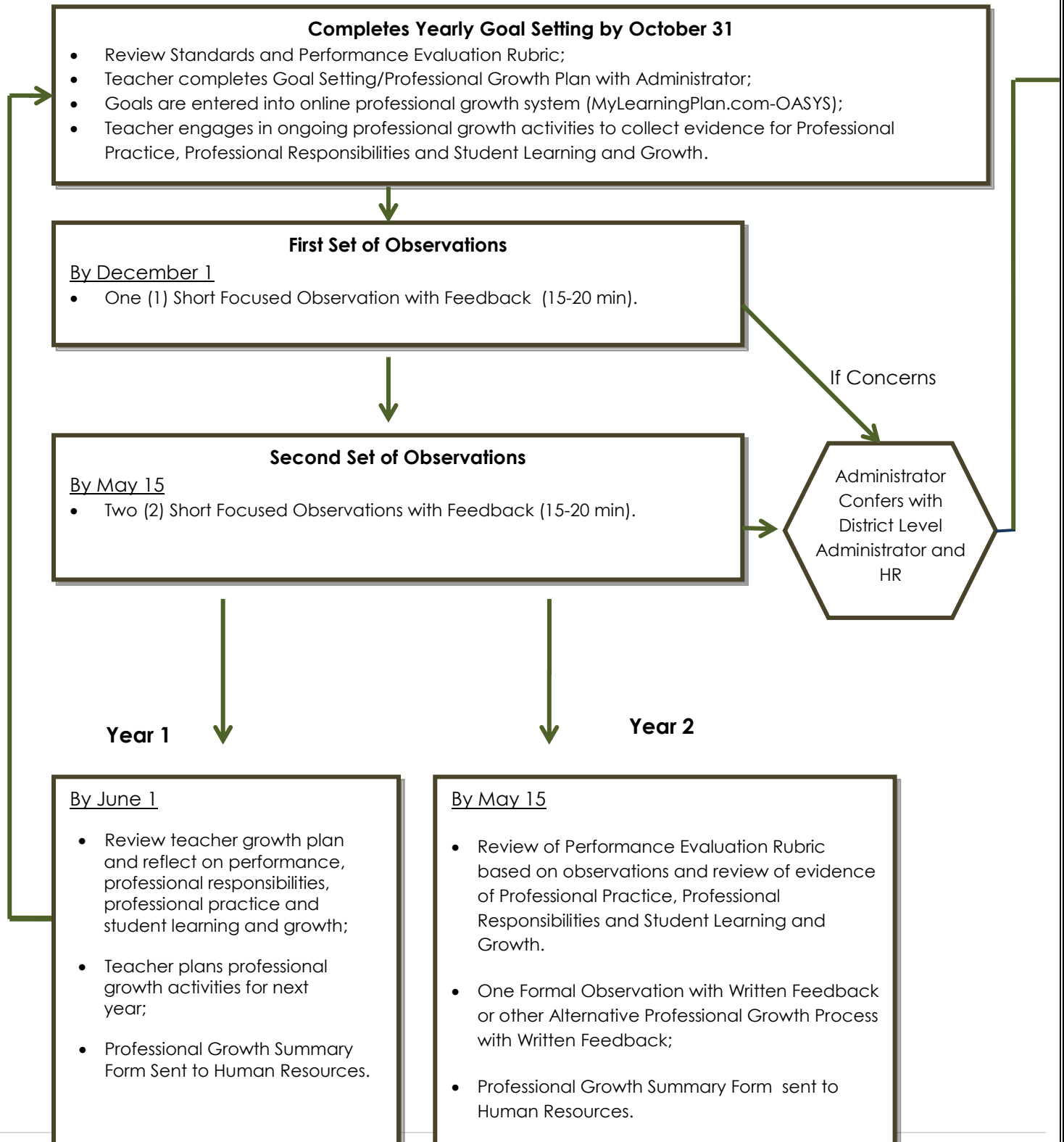
The teacher holds the primary responsibility for his or her professional learning. The teacher will collaborate with administrator to design the professional growth plan, engage in learning, document the learning, and report progress. The teacher and administrator will share responsibility for meeting the stated timelines.

At the end of each 2 year period a summary performance evaluation is completed by the principal or supervising administrator.

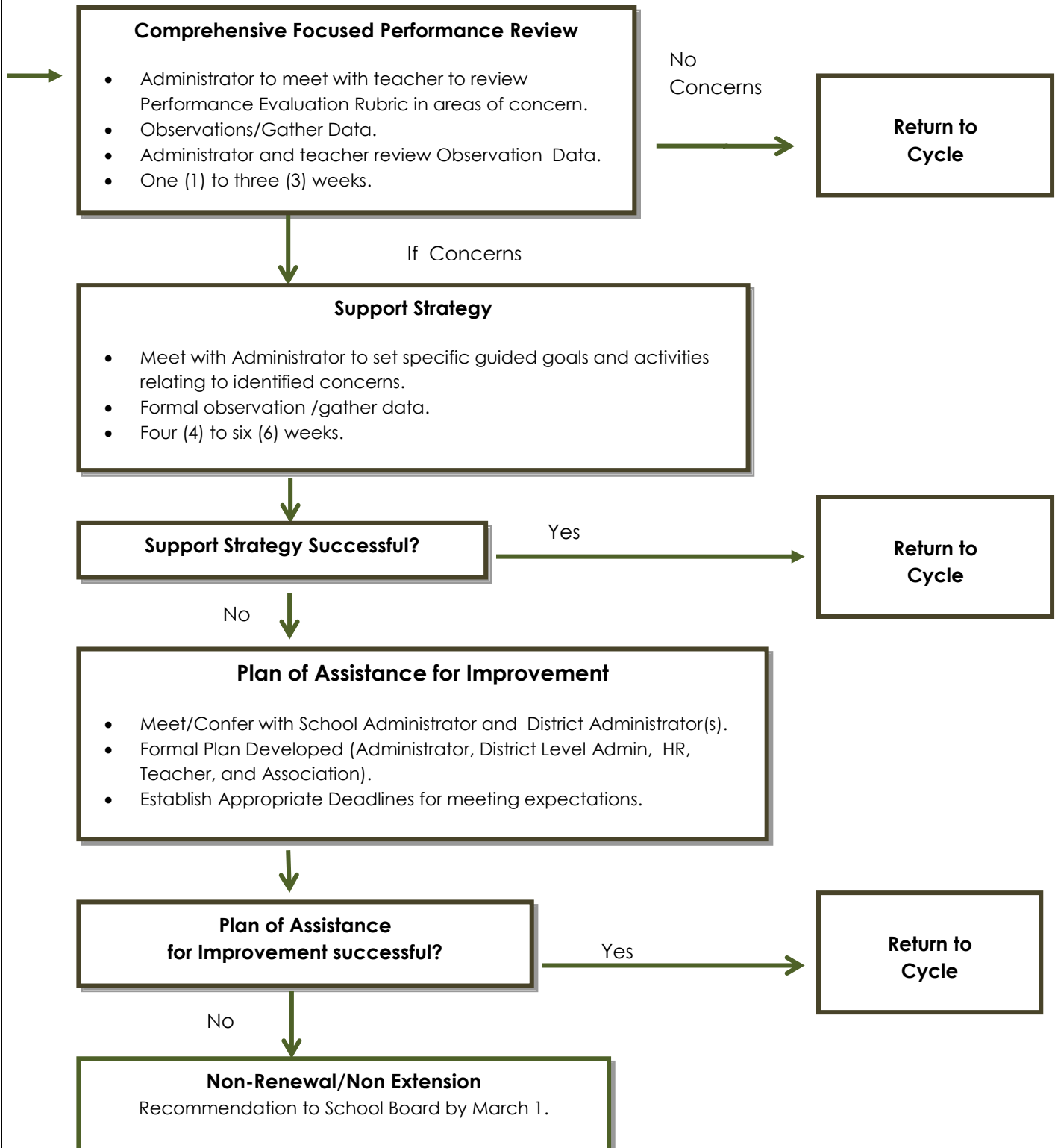




## Contract Teacher Performance Evaluation Cycle









## **IDENTIFYING GOALS AND DESIGNING PROFESSIONAL GROWTH PLANS**

In this section of this Educators' Handbook for Professional Growth there are descriptions of the tools and activities teachers will use to identify professional goals and construct a professional growth plan, collecting documentation of professional growth and learning.

### **1. Identifying Goals**

- All teachers will use the Professional Teaching Standards, their school and district goals to identify professional goals for each school year.
- All teachers will set out student learning goals in SMART format and will identify the data that will be used to document student learning.

### **2. Designing a Professional Growth Plan**

- All teachers will design a professional growth plan to match their selection of professional goals. The Plan will describe the activities and tools the teacher will use to pursue and document the professional learning.
- All teachers will have the opportunity to gather evidence of teaching from Short Focused Observations and feedback from the supervisor.
- All teachers will have periodic Formal Observations and with summary notes from the supervisor.
- Contract teachers may choose from the Alternative Professional Growth Activities.

### **3. Gathering a Professional Portfolio or Collection of Evidence**

- Teachers keep track of their learning, gathering evidence of professional practice, professional responsibility, and student learning and growth relative to the goals identified for the school year.
- A wide variety of documentation may be used to support the story of the teacher's professional learning.

### **4. When a teacher is in need of additional growth to raise his or her professional performance to the standard required in West Linn-Wilsonville, the administrator may require a teacher to participate in a**

- Formal Support Strategy
- Plan of Assistance for Improvement

## GOALS

### Goal Setting

The Professional Goals enable teachers to establish plans that identify goals, implement strategies, and define timelines, status checkpoints, resources, and support. Teachers and administrators will collaborate in developing their goals. Exploration, flexibility, self-direction, and collegial involvement are hallmarks of a good goal plan. As part of Oregon's Framework, educators will frame goals in the SMART Goal Format:

- |   |              |   |
|---|--------------|---|
| S | Specific.    | The goal addresses the student needs within the context.<br>The goal is focused on a specific area of need.   |
| M | Measurable.  | An appropriate instrument or measure is selected to assess the goal.<br>The goal is measurable and uses an appropriate instrument.  |
| A | Appropriate. | The goal is clearly related to the role and responsibilities of the teacher. The goal is standards-based and directly related to the subject and students that the teacher teaches. |
| R | Realistic.   | The goal is attainable. The goal is doable, but rigorous and stretches the outer bounds of what is attainable.  |
| T | Time-Bound.  | The goal is contained to a single school year or course.<br>The goal is bound by a timeline that is definitive and allows for determining goal attainment.                          |

Teachers are responsible for monitoring their Professional Goals and will confer with their administrator over the course of the year before, during and after Short Focused Observations and Formal Observations to discuss the status of the plan and consider modifications and/or extensions.



# SMART GOALS

S

**Specific**

The goal addresses student needs within the content.

The goal is focused on a specific area of need.

M

**Measurable**

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

The goal is measurable and uses an appropriate instrument.

A

**Appropriate**

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

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

R

**Realistic**

The goal is attainable.

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

T

**Time-Bound**

The goal is contained to a single school year or course.

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

## Examples of SMART Goals:

**Goal Format Example:** During the 2013-14 school year, \_\_\_\_% of students will improve their \_\_\_\_ skills by \_\_\_\_% as measured by evidence from: (examples of measures for student learning - can be more than three measures).

**Writing:** During the 2013-14 school year, 80% of students will improve their expository writing skills by 10% as measured by evidences from assessment for chapter(s) 7-9 on expository writing skills, student writing samples and curriculum pre/post test.

**Math:** During the 2013-14 school year, 90% of students will improve their math problem-solving skills by 10% as measured by evidence from strand data of OAKS, CBM's, curriculum assessment for chapter(s) 2-3, and student work samples.

### Other Examples:

85% of beginning band students will elect to continue into the second year class. 95% of beginning band students will, by May, be able to play the complete scale in tune.

Increase from 50% - 60% students who have 6 or more credits at the end of 9th grade.

## **PROFESSIONAL GROWTH PLANS**

### **FORMAL OBSERVATION**

The formal observation is preplanned with a scheduled pre-conference, observation, and post-conference between teacher and observer. The observation usually includes a complete lesson. The observer gathers data on one or more teaching standards, elements or dimensions of teaching. The focus of the observation is defined in the pre-conference. The observer is intentional about the focus, how to look for evidence of that focus and has a system for capturing key insights from the visit. The observer gathers data that prompts a productive dialogue between teacher and observer in the post-conference. The observer provides a summary of the observation, notes and data for review during the post-conference.

### **SHORT FOCUSED OBSERVATION**

Short focused observations, sometimes called mini-observations, provide prompt feedback and data on a particular area of instruction gathered through observation in not less than a 15-20 minute time period up to a full lesson. The observer gathers data that prompts a productive dialogue between teacher and observer focused on an element or dimension of teaching. The 5 Dimensions of Teaching and Learning (©University of Washington, Center for Educational Leadership) and the Professional Teaching Standards (© California Standards for Teaching Profession, New Teacher Center, Santa Cruz 1997) provide a rich framework for the focus of the observations. The observer is intentional about the focus, how to look for evidence of that focus and has a system for capturing key insights from the visit. The focus is linked to the school's instructional strategies and the professional conversations alive in the school. The data collection tool provides the written record of the observation.

### **FORMAL SUPPORT STRATEGIES**

If additional growth is needed in one or two areas of performance, an administrator may require a teacher to implement formal support strategies. This means that with direct consultation from an administrator, a teacher will work to improve specific skills in areas of concern (such as classroom management). Formal support strategies will include additional short focused observations and a formal observation.

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

Occasionally a teacher will be recommended for a Plan of Assistance for Improvement. An administrator initiates the Plan of Assistance for Improvement in consultation with the teacher and the West Linn Education Association. The administrator calls for a Plan of Assistance for Improvement based on evidence that a teacher is not meeting the professional teaching standards as outlined in this handbook.

The Plan of Assistance for Improvement recognizes one or more areas where the teacher's demonstrated performance is below an acceptable standard. A Plan of Assistance for Improvement



defines the specific standard(s) that must be met and outlines a detailed plan of support to help the teacher meet the standard(s). A Plan of Assistance for Improvement includes a commitment of time and effort by the teacher and time and resources from the district. A Plan of Assistance for Improvement includes a specific timeline along which the teacher will progress and a specific review date. The Plan of Assistance for Improvement is successfully completed when the teacher consistently demonstrates quality professional performance in all areas noted in the Plan.

It should be understood that a teacher who is placed on a Plan of Assistance for Improvement must report to any future school district employer that he/she has been on a Plan of Assistance. Once a teacher is placed on a Plan of Assistance for Improvement their success is a tribute to professional partnership and efforts of the following contributors:

- The individual teacher who demonstrates a commitment to his or her own learning and quality professional teaching standards.
- The leadership of West Linn Education Association who provide professional support for individual teachers and for quality professional teaching standards.
- The West Linn-Wilsonville School District whose commitment to and support for the success of each staff member is demonstrated in a generous commitment of resources for professional development.

## ALTERNATIVE PROFESSIONAL GROWTH ACTIVITIES

Process	Definition	Example
<b>Teacher Portfolio</b>	A collection of evidence, like student portfolios, is a collection of an individual's record of progress toward a professional growth goal. Throughout the year, teachers set goals, participate in staff development to help achieve these goals, and implement new instructional techniques. The collection is the reflective record of that progress. A collection of evidence may contain self, peer, and administrative reflections; documented student achievement; or evidence of teacher improved instructional skills. The collection provides an assessment tool that reflects personal accomplishment and evidence of instructional improvement.	A teacher wants to devise a series of units to increase access for emerging bilingual learners. His/her portfolio contains a copy of his/her goals, an outline of professional development experiences, and sample units and lessons. As the teacher obtains more expertise, he/she includes photographs and a video of student performance. In addition, colleagues and administrators are invited to observe and discuss demonstration lessons. The comments from these sessions, the teacher's self-evaluation, and written student work are included in the portfolio. At the end of the year, the teacher has a meaningful reflection of his/her own and his/her students' progress.
<b>Studio</b>	Studio is a professional development process teachers engage in to learn and rehearse "best practices" in a content area. Over the course of a year, a cohort of "resident" teachers, coaches and administrators meet four or five times for a "studio day" in the studio teacher's classroom to design a plan that involves "live" rehearsals of one or more instructional strategies or teaching routines. The cohort observes the enacted plan in one or more resident classrooms. Pre-determined data are gathered and analyzed as evidence about the impact of the instructional decisions and the lesson design. Studio activities bring best practices to life; increase the level, fidelity and quality of research-based teaching; de-privatize practice; and builds powerful professional communities.	Teachers Development Group's Mathematics Studio Program
<b>Lesson Study</b>	Lesson Study is a professional development process teachers engage in to examine their practice, with a goal of becoming more effective. This examination centers on teachers de-privatizing their practice and working collaboratively on a small number of "study lessons." Working on these study lessons involves planning, teaching, observing, and critiquing the lessons. To provide focus and direction to their work, teachers may select an overarching goal and related research question that they want to explore. This research question then serves to guide their work on the study lessons and inform their practice.	A group of classroom teachers may decide to study the effectiveness and access of their instruction for English Language Learners. Collectively, the teachers write a lesson plan that includes best practices for English language development through content. One team member agrees to teach the lesson; others observe how well the students are accessing the content and curriculum standards. Shortly after the teaching session, team members reflect on the lesson together and suggest changes that would improve the learning outcomes for the focus students. The improved lesson may or may not be taught a second time. Teams share the improved lessons with others in their school or district.

## ALTERNATIVE PROFESSIONAL GROWTH ACTIVITIES

Process	Definition	Example
<b>Mentoring a Colleague</b>	Mentoring is a process in which a mentor works together with a teacher to reflect on current practices and improve student learning. The mentor shares expertise and provides feedback, support and assistance for the purpose of refining present skills, learning new skills and solving classroom related challenges.	Mentors participate in the Mentor Academy and enter a relationship with a new teacher. The mentor serves as a role model and resource while providing valuable feedback and support as needed.
<b>Seeking Mentoring From a Colleague</b>	A teacher seeks a mentor teacher who will serve as a guide. The goal is to improve student performance.	First and second year teachers participate in the mentor program using the New Teacher Center Formative Assessment System. Teacher and mentor meet at least once per week.
<b>Collaborative Action Research</b>	<p>Action research is a process that is conducted in the classroom to improve student performance. It allows teacher(s) to explore new teaching strategies through a continuous process of collecting and analyzing data, making decisions based on the results of that data, collecting more information on decisions made, evaluating the results, and using those results to set new goals.</p> <p>Components:</p> <ol style="list-style-type: none"> <li>1) Teacher identifies a research question.</li> <li>2) Plan is developed, including what data will be collected, by whom, and a timeline.</li> <li>3) Teacher shares findings with other audiences.</li> </ol>	A team of teachers wants to determine the most effective method of teaching writing that would improve student achievement. The team prepares a theory of action. The team decides on data-gathering techniques and uses the results to continually refine their instructional practices. At the end of the project they analyze the results of the strategy to determine which teaching strategy brought about the desired results. They publish their findings to be shared with the school and/or district.
<b>Reflective Journal</b>	<p>A reflective journal is a process for teachers to regularly reflect on professional experiences and classroom events in order to improve student learning. It is a dated record of responses to professional reading, observations, feelings and insights about educational practices that provides a basis for future planning as well as a record of past successes and challenges.</p> <p>The journal may address these elements:</p> <ul style="list-style-type: none"> <li>• successes or problems with a lesson, unit, program, or activity;</li> <li>• Parent/Teacher conferences;</li> <li>• Responses to professional reading;</li> <li>• Teacher insights, exploration of questions;</li> <li>• Professional development experiences.</li> </ul>	A group of teachers meet monthly to refine the use of inquiry methods in science classes. They have chosen to use reflective journals as a means to document progress, ask questions, and indicate successes. Participants look through their daily entries and summarize their personal progress and the progress of their students. This information serves to focus the discussion and provides each teacher with a forum for inquiry.
<b>Peer Coaching</b>	Peer coaching is a collaborative process in which two or more teachers work together to reflect on current practices that improve student performance. Teachers share their expertise and provide one another feedback, support, and assistance for the purpose of refining present skills, learning new skills, and solving classroom related problems.	Two contract teachers choose to develop lessons that emphasize student discourse. They plan to brainstorm and pool ideas and materials, plan lessons together, and schedule several opportunities during the year to observe each other teach. They will give feedback regarding student discourse and effectiveness of the lesson.

## ALTERNATIVE PROFESSIONAL GROWTH ACTIVITIES

Process	Definition	Example
<b>Study Group and/or Critical Friends</b>	A study group is an organized, purposeful process for teachers to study instructional practice, curriculum, student outcomes, or assessment. Study groups usually consist of several people; however, a teacher may wish to do an independent study.	Research topics are explored through common readings; teachers meet to discuss the application of contents to their classroom/students/curriculum; an individual conducts research on a question of professional practice; critical friends protocols are used to explore challenges encountered in daily practice; coursework is completed to further knowledge and understanding.
<b>National Board Certification</b>	Teacher enters the National Board Certification process completing all required elements to document professional practice. Upon completion, certificate should be put on file with the office of Human Resources.	
<b>Projects</b>	A teacher identifies a project that does not match a description of other options. This project should fall into one of the performance standards or goal categories. Suggestions: <ul style="list-style-type: none"> <li>• Parent Training/Workshops</li> <li>• Community Service Project</li> <li>• Business Partnerships</li> <li>• Teacher Exchange/ Staff In-services</li> <li>• Participation in University Research Project</li> </ul>	A teacher selects a service learning project that helps the teacher to learn new information and content related to that particular project. The teacher then teaches related skills to the students before the actual service project is activated. All activities related to the service project would be measured for student understanding.
<b>Video/Audio Analysis</b>	Video/audio analysis is an ongoing process that provides individuals or groups of teachers an opportunity to assess a presentation, small or large group lesson, or classroom dynamics in order to identify strengths and areas for refinement. It also may be used to assess progress when learning new teaching techniques such as questioning strategies, cooperative learning, or performance assessment.	Teachers in a high school math department implement a new instructional strategy with their students. Each teacher brings in a video lesson using the particular strategy. Questions are selected to focus on the discussion of the video: <ul style="list-style-type: none"> <li>a) the number of concrete examples the teacher used, b) the amount of time students interacted with each other compared to the amount of direct instruction, and c) number of minutes students practiced the skill. Teachers use the analysis and plan opportunities to videotape lessons to further refine and strengthen their practice.</li> </ul>

## COLLECTION OF EVIDENCE AND ARTIFACTS

### Collection of Evidence

#### **Definition**

A collection of evidence, like student portfolios, is a collection of an individual's record of progress toward a professional growth goal. Throughout the year, teachers set goals, participate in staff development to help achieve these goals, and implement new instructional techniques. The collection is the reflective record of that progress. A collection of evidence may contain self, peer, and administrative reflections; documented student achievement; or evidence of teacher improved instructional skills. The collection provides an assessment tool that reflects personal accomplishment and evidence of instructional improvement.

### Categories of Evidence

Evidence is defined as factual information that adequately and appropriately provides proof of an educator's proficiency, growth in teaching, and impact on student learning and growth. Evidence is substantial enough to be credible, relevant and congruent with the Professional Teaching Standards. Educators select evidence from three areas to demonstrate proficiency and professional growth:

- 1) **Professional Practice**
- 2) **Professional Responsibilities**
- 3) **Student Learning and Growth**

#### **Category 1**

##### **Professional Practice**

Evidence that demonstrates the quality of the educator's planning, delivery of instruction, and assessment of student learning. Examples include:

- feedback from classroom observation(s) of instructional practice, short-focused observations, and formal observations
- lesson plans
- curriculum design
- scope and sequence
- student assignments
- student work
- action research

## Category 2

### **Professional Responsibilities**

Evidence of the educator's progress toward their own professional goals/growth and contribution to school-wide and district goals. Examples include:

- reflective journals
- records of contributions toward goals
- peer collaboration, meetings
- mentoring
- action research
- study groups
- video analysis
- studio and lesson study

## Category 3

### **Student Learning and Growth**

Evidence that demonstrates the educator's impact on student learning as measured by multiple sources of student data over time.

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

- a) Teachers who are responsible for student learning in tested subjects and grades (i.e. English Language Arts and Mathematics in grades 4-8) will use state assessments as one measure (category 1 below) and will select one or more additional measures from category 2 or 3 that provide additional evidence of learning.
- b) Teachers in non-tested (state test) subjects 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.

**Category 1:** State or national standardized tests

**Category 2:** Common national, international, regional, district-developed measures

**Category 3:** Classroom-based or school-wide measures



**WEST LINN-WILSONVILLE SCHOOL DISTRICT**  
Teacher Professional Growth Collection of Evidence

MULTIPLE MEASURES		TEACHER STANDARDS					
Evaluation of teacher's performance includes measures from all three categories of evidence:		#1 Engaging and Supporting All Students in Learning	#2 Creating and Maintaining an Effective Environment for Student Learning	#3 Understanding and Organizing Subject Matter for Student Learning	#4 Planning Instruction and Designing Learning Experiences for All Students	#5 Assessing Student Learning	#6 Developing as a Professional Educator
(A) Professional Practice	Measures of the quality of a teacher's planning, delivery of instruction, and assessment of student learning.	a) Classroom Observation of Instructional Practice					
		Evaluator's observations, documentation and feedback on teachers' professional practices; both formal and informal observations; planning, assessment, action research.					
(B) Professional Responsibilities	Measures of the teacher's progress toward his/her own professional goals and contribution to school-wide goals.	b) Examination of Artifacts:					
		Examples: lesson plans, curriculum design, scope and sequence, student assignments, student work.					
(C) Student Learning and Growth	Quantitative measures of the teacher's impact on a student learning as measured by multiple sources of student data over time.	Examples: Reflective journals, professional growth plan, setting student growth goals, self-reports, records of contributions, peer collaboration, teamwork, parent/student surveys, meetings, portfolios, mentoring, peer coaching, video/analysis, study groups/independent study, action research, studio lesson study.					
		Teachers will establish at least two student learning goals and identify strategies and measures that will be used to determine goal attainment. They will also specify what evidence will be provided to document progress on each goal:					
		a) Teachers who are responsible for student learning in tested subjects and grades (i.e. ELA and mathematics in grades 4-8) will use state assessments as one measure (category 1) and will also select one or more additional measures from category 2 or 3 that provide additional evidence of students' growth and proficiency/mastery of the standards, and evidence of deeper learning and 21st century skills.					
		b) Teachers in non-tested (state test) subjects and grades will use measures that are valid representations of student learning standards from at least two of the following three categories, based on what is most appropriate for the curriculum and students they teach.					
		Category 1: State or national standardized tests.					
		Category 2: Common national, international, regional, district-developed measures.					
		Category 3: Classroom-based or school-wide measures.					

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## **THE FOUR DIFFERENTIATED LEVELS OF PERFORMANCE**

as described in the Continuum of Teacher Development

The Continuum of Teacher Development relates professional practice to the Six Professional Teaching Standards. Taken as a whole, the six standards describe the complexity of teaching. The continuum describes particular elements that may be observed in an interrelated and interdependent relationship. The continuum provides a touchstone for analyzing feedback from observations and artifacts of professional practice.

The Continuum of Teacher Development defines four levels of professional practice and a fifth level for beginning or pre-service teachers. The levels range from Beginning during pre-service internship to Emerging, Applying, Integrating and Innovating. The practice defined in the developmental levels of performance is consistent with the way a teacher, activating his or her Growth Mindset, embraces learning and grows as a professional, adding depth and nuance to practice in a persistent effort to improve student learning outcomes for each and every student.

The Continuum of Teacher Development is a tool for professional inquiry, self-reflection, assessment and as a catalyst for rich conversation among teachers and administrators.

The Continuum of Teacher Development uses the language of diversity to highlight the district's commitment to and teachers' responsibility for creating learning for all students. Diversity in this document is referring to culture, ethnicity, language, race, religion, gender, sexual orientation, socio-economic background, learning abilities and learning styles. Equity means providing whatever it takes to ensure learning for all children.



# WEST LINN-WILSONVILLE SCHOOL DISTRICT CONTINUUM OF TEACHER DEVELOPMENT

## #1 ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING

Beginning	STANDARD	Emerging	Applying	Integrating	Innovating
Opens lesson to capture students' attention and interest. Teacher recognizes the value of students' prior knowledge and life experiences.	<b>1a.</b> <b>Connecting Students' prior knowledge, life experiences, and interests with learning goals</b>	Asks questions that elicit students' prior knowledge, life experiences and interests. Some connections are made to the learning goals and objectives of the lesson.	Implements activities and elicits questions that help students make connections between what they already know and the learning goals and objectives.	Uses questions and activities to extend students' abilities to integrate what they know with the learning goals and objectives. Makes adjustments during lesson to ensure that all students meet the learning goals.	Creates a context for students to synthesize learning goals and objectives with what they know and develop their own complementary learning goals.
Uses a few instructional strategies. Delivers instruction with available resources and materials.	<b>1b.</b> <b>Using a variety of instructional strategies and resources to respond to students' diverse needs</b>	Varies instruction to increase student participation. Selects strategies, resources and visuals with some consideration of students' academic and linguistic needs.	Elicits student participation through a variety of instructional strategies intended to match students' academic and linguistic needs. Checks for student understanding.	Uses a repertoire of strategies and resources. Selects and differentiates learning to accommodate students' diverse learning styles.	Uses extensive repertoire of strategies to meet students' diverse academic and linguistic needs and ensure fullest participation and learning for all students.
Directs learning experiences through whole group and individual work with possibilities for interaction and choice.	<b>1c.</b> <b>Facilitating learning experiences that promote autonomy, interaction, and choice</b>	Varies learning experiences to include work in large groups and small groups, with student choice within learning activities.	Provides learning experiences utilizing individual and group structures to develop autonomy and group participation skills. Students make choices about and within their work.	Uses a variety of learning experiences to assist students in developing independent working skills and group participation skills. Supports students in making appropriate choices for learning.	Integrates a variety of challenging learning experiences that develop students' independent learning, collaboration, and choice.



# WEST LINN-WILSONVILLE SCHOOL DISTRICT CONTINUUM OF TEACHER DEVELOPMENT

## #1 ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING (continued)

Beginning	STANDARD	Emerging	Applying	Integrating	Innovating
Focuses questions on fact and key concepts to support learning subject matter.	1d. Engaging students in problem solving, critical thinking and other activities that make subject matter meaningful	Asks critical thinking questions to relate facts and key concepts of subject matter. Some issues within the subject matter are identified by the teacher.	Engages students through activities and questioning strategies that develop skills in identification and understanding of key concepts and issues. Supports all students in problem posing and problem solving.	Engages students in analysis of key concepts and facts through activities and questions that consider multiple perspectives. Supports students to initiate problem posing, and problem solving, and inquiry.	Facilitates regular opportunities for students to design and implement inquiries and problem solving to analyze content and draw conclusions, considering multiple perspectives within and across subject matter.
Directs learning experiences and monitors student progress within a specific lesson. Assistance is provided as requested by students.	1e. Promoting self-directed reflective learning for all students	Provides some opportunities for students to monitor their own work and to reflect on progress and process.	Supports students in developing skills needed to monitor their own learning. Students have opportunities to reflect on and discuss progress and process.	Structures learning activities that enable students to set goals and develop strategies for demonstrating, monitoring and reflecting on progress and process.	Facilitates students to initiate learning goals and set criteria for demonstrating and evaluating work. Students reflect on progress/process as a regular part of learning experiences.



# WEST LINN-WILSONVILLE SCHOOL DISTRICT CONTINUUM OF TEACHER DEVELOPMENT

## #2 CREATING AND MAINTAINING AN EFFECTIVE ENVIRONMENT FOR STUDENT LEARNING

Beginning	STANDARD	Emerging	Applying	Integrating	Innovating
Arranges room for teacher accessibility to or visibility of students. Room displays relate to the curriculum. Movement and access may be restricted by barriers.	<b>2a.</b> <b>Creating a physical environment that engages all students</b>	Arranges and manages room for easy movement and access to resources. Room displays represent current topics of study.	Designs movement patterns and access to resources to promote individual and group engagement. Room displays are used in learning activities.	Designs and manages room and resources to accommodate students' needs and involvement in learning. Displays are integral to learning activities.	Uses total physical environment as a resource to promote individual and group learning. Students are able to contribute to the changing design of the environment.
Establishes rapport with individual students. Acknowledges some incidents of unfairness and disrespect.	<b>2b.</b> <b>Establishing a climate that promotes fairness and respect</b>	Builds caring, friendly rapport with most students. Models equitable and respectful relationships. Has some strategies to respond to unfairness and disrespect.	Promotes caring and respectful interactions. Responds to incidents of unfairness and disrespect equitably. Encourages students to respect differences.	Maintains caring, respectful, and equitable relationships with students. Supports students in developing skills to respond to inequity and disrespect.	Fosters a safe, inclusive, and equitable learning community. Students participate in maintaining a climate of equity, caring, and respect and may initiate creative solutions to conflicts.
Encourages student responsibility for self. Creates opportunities for individual students to have classroom responsibilities.	<b>2c.</b> <b>Promoting social development and group responsibility</b>	Uses some strategies and activities to develop students' individual responsibility and recognition of others' rights and needs. Students share in classroom responsibilities.	Promotes positive student interactions as members of large and small groups. Provides some opportunities for student leadership within the classroom.	Engages students in individual and group work that promotes responsibility to the classroom community. Supports students to take initiative in classroom leadership.	Facilitates an environment in which students take initiative socially and academically. Promotes and supports student leadership beyond the classroom.



# WEST LINN-WILSONVILLE SCHOOL DISTRICT CONTINUUM OF TEACHER DEVELOPMENT

## # 2 CREATING AND MAINTAINING AN EFFECTIVE ENVIRONMENT FOR STUDENT LEARNING (continued)

Beginning	STANDARD	Emerging	Applying	Integrating	Innovating
Communicates rules and consequences. Responds to disruptive behavior. Focuses attention on presenting lessons.	<b>2d.</b> <b>Establishing and maintaining standards for student behavior</b>	Establishes expectations and consequences for student behavior. Responds appropriately to disruptive behavior and promotes some positive behaviors.	Uses strategies that prevent or lessen disruptive behaviors & reinforce expectations for behavior. Monitors behavior while teaching & during student work time.	Equitably reinforces expectations and consequences and supports students to monitor their own behavior and each other's in a respectful way.	Facilitates a positive environment in which students are guided to take a strong role in maintaining and monitoring behavior.
Establishes some procedures to support student learning. Students are aware of the procedures.	<b>2e.</b> <b>Planning and implementing classroom procedures and routines that support student learning</b>	Develops and guides students to learn routines and procedures for most activities.	Identifies, supports, and monitors students in following routines and procedures that are appropriate and efficient for the learning activities.	Uses strategies to assist students in developing and maintaining equitable routines and procedures.	Assists all students in developing and internalizing equitable routines and procedures. Students show ownership of routines and procedures.
Pacing reflects too much or too little time for learning activities, classroom business, and transitions.	<b>2f.</b> <b>Using instructional time effectively</b>	Provides time for students to complete learning activities. Develops some routines for classroom business and most transitions are timely. Uses strategies to pace and adjust instruction to ensure continual engagement.	Provides adequate time for presentation and for completion of learning activities. Paces instruction and classroom business to maintain engagement. Uses transitions to support engagement of all students.	Paces instruction to include ongoing review and closure of lessons to connect them to future lessons. Classroom business and transitions are efficient and integrated into learning activities.	Presents, adjusts, and facilitates instruction and daily activities so all students have time for learning, are continually engaged, and have opportunities for reflection and assessment. Supports students to self-monitor time on task.



# WEST LINN-WILSONVILLE SCHOOL DISTRICT CONTINUUM OF TEACHER DEVELOPMENT

## #3 UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

Beginning	STANDARD	Emerging	Applying	Integrating	Innovating
Has a basic knowledge of subject matter and student development. Promotes an understanding of key concepts.	<b>3a.</b> <b>Demonstrating knowledge of subject matter content and student development</b>	Uses knowledge of subject matter to identify key concepts and associated skills.	Communicates key concepts, skills, and themes in an accurate, clear, and coherent manner. Builds on instruction with students' cognitive and linguistic abilities in mind.	Uses expanded knowledge of subject matter to support student understanding of key concepts, themes, and relationships in subject area(s). Activities are suitable for students' cognitive development.	Flexibly uses comprehensive knowledge of subject matter and student development to ensure that all students understand key concepts, themes, multiple perspectives, and relationships in and among subject area(s).
Demonstrates some knowledge of curriculum to support student understanding.	<b>3b.</b> <b>Organizing curriculum to support student understanding of subject matter</b>	Uses knowledge of subject matter to promote students' understanding of key concepts, skills, and standards taught. May connect key concepts to standards and frameworks.	Identifies key concepts, skills and units/themes to facilitate student understanding and reflect standards and frameworks.	Organizes and sequences subject matter clearly to coordinate core curriculum and content standards within and across subject matter as appropriate.	Designs and adapts subject matter to demonstrate a consistent in-depth student understanding of content and relationships among various concepts and themes. Content standards are fully integrated in the core curriculum.
Focuses on core curriculum and skills. Attempts to relate content to prior lessons within the subject matter.	<b>3c.</b> <b>Interrelating ideas and information within and across subject matter areas</b>	Identifies key concepts and skills in core curriculum and connects standards and previous lessons to previous learning.	Connects key concepts, skills, and themes within subject matter to the standards. Builds on prior lessons and students' backgrounds.	Integrates key concepts, skills, and underlying themes within and across curriculum to support standards. Capitalizes on opportunities to make connections while teaching.	Connects key concepts and underlying themes within and across the curriculum to extend in-depth learning for all students. Supports students' application of cross-curricular learning.



# WEST LINN-WILSONVILLE SCHOOL DISTRICT CONTINUUM OF TEACHER DEVELOPMENT

## #3 UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING (continued)

Beginning	STANDARD	Emerging	Applying	Integrating	Innovating
May use a few instructional strategies to make the content accessible to students.	<b>3d.</b> Developing student understanding through instructional strategies that are appropriate to the subject matter	Matches one or more appropriate strategies to subject matter to effectively communicate concepts.	Matches strategies appropriate to subject matter to encourage student understanding and critical thinking. Strategies utilize students' interests and backgrounds.	Develops and uses multiple strategies that challenge all students. Assists students to individually construct their own knowledge and think critically.	Uses a repertoire of instructional strategies that are appropriate to subject matter. Utilizes strategies that challenge and support all students to independently apply and think critically about the subject matter.
Uses available instructional materials, resources, and technologies for specific lessons to support student learning.	<b>3e.</b> Using materials, resources, and technologies to make subject matter accessible to students	Uses instructional materials, resources, and technologies to present concepts and skills. Some materials and resources reflect students' diversity. Develops some systems to provide equitable access to resources.	Selects and utilizes appropriate relevant instructional materials, resources, and technologies to present concepts and skills. Materials reflect linguistic diversity of students. Resources are made available to all students.	Selects, adapts, and creates a range of relevant materials, resources, and technologies to enrich learning, to reflect linguistic and cultural diversity of students, and to provide for equal access.	Analyzes, adapts, and creates a wide range of relevant instructional materials, resources, and technologies to extend students' understanding and provide equal access. Materials reflect diversity beyond the classroom.





# WEST LINN-WILSONVILLE SCHOOL DISTRICT CONTINUUM OF TEACHER DEVELOPMENT

## #4 PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS

Beginning	STANDARD	Emerging	Applying	Integrating	Innovating
Uses available materials and resources for academic lessons with some attention to students' interests and learning needs.	<b>4a.</b> Drawing on and valuing students' backgrounds, interests, and developmental learning needs	Develops and gathers materials to supplement available resources. Most lessons acknowledge students' prior knowledge, interests, and learning needs.	Develops lessons that incorporate students' prior knowledge, interests, instructional and linguistic learning needs.	Uses a wide range of materials to access and build upon students' prior knowledge, interests, instructional and linguistic needs, to extend student understanding.	Designs instruction to build on students' prior knowledge, instructional needs, linguistic needs, and diversity to challenge all students.
Goals for lessons may be identified for students. Activities for lessons are explained.	<b>4b.</b> Establishing and articulating goals for student learning	Communicates expectations for student learning in most lessons.	Articulates and links goals to instructional activities. Maintains high expectations when setting goals for students.	Ensures that students understand short-and long-term goals. Goals reflect high expectations and challenge students at their level.	Articulates short and long-term goals with high expectations for learning. Designs activities so that students have opportunities to participate in setting, revising, and achieving personal goals.
Develops lessons to address a particular concept or skill utilizing available resources.	<b>4c.</b> Developing and sequencing instructional activities and materials for student learning	Develops most concepts and skills through a series of lessons that are connected and consider student linguistic and instructional needs.	Plans appropriately sequenced instruction and use of materials to promote student understanding of basic concepts and skills and considers linguistic and instructional needs.	Develops and sequences lessons appropriate to subject matter complexity and interrelatedness to ensure student learning.	Sequences instruction to help students synthesize and apply new knowledge and make connections within and across subject matter areas.
Plans for daily lessons and activities based on available materials, curriculum outlines, and student content standards.	<b>4d.</b> Designing short-term and long-term plans to foster student learning	Plans for daily and weekly lessons with attention to unit/short-term goals and student content standards.	Develops short- and long-term plans that organize and link goals with learning activities and student content standards.	Designs and sequences short- and long-term plans appropriate to the content. Plans integrate goals, student content standards, and learning activities.	Designs short and long-term plans that are comprehensive and cohesive across the content.





# WEST LINN-WILSONVILLE SCHOOL DISTRICT CONTINUUM OF TEACHER DEVELOPMENT

## #4 PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS (continued)

Beginning	STANDARD	Emerging	Applying	Integrating	Innovating
Follows lessons as planned.	4e. Modifying instructional plans to adjust for student needs	Adjusts lessons based on informal assessment of student understanding and performance from previous lesson, having taken note of student confusions.	Adjusts plans in advance to accommodate levels of ability and interests of most students. Makes modifications during lessons to address confusions and individual student performance.	Uses assessments to inform modifications of lessons in advance. Throughout the learning activity, assessments of student understanding are used to influence changes in instruction.	Uses a wide range of assessments to inform modifications of lessons in advance. Makes appropriate modifications for students during lessons and supports students in monitoring and communicating their own understanding.



# WEST LINN-WILSONVILLE SCHOOL DISTRICT CONTINUUM OF TEACHER DEVELOPMENT

## # 5 ASSESSING STUDENT LEARNING

Beginning	STANDARD	Emerging	Applying	Integrating	Innovating
Uses available textbooks, resources, and curriculum guidelines to develop learning goals.	<b>5a.</b> <b>Establishing and communicating learning goals for all students</b>	Identifies learning goals for lessons utilizing student content standards. Goals are communicated to students without revision.	Articulates goals based on student content standards. Clearly communicates learning goals to students and families.	Establishes clear and appropriate goals based on student content standards, with consideration of students' learning needs. Involves students and families in developing individual goals to support learning.	Integrates learning goals into all learning activities. Establishes, reviews, and revises learning goals with students and families on an ongoing basis.
Uses one or two sources of information to assess student learning and monitor student progress.	<b>5b.</b> <b>Collecting and using multiple sources of information to assess student learning</b>	Uses several assessments to monitor student progress.	Develops strategies to use assessment tools for monitoring student progress and informing instruction.	Uses a variety of assessment tools. Collects, selects, and reflects upon evidence to guide short and long-term plans and support student learning.	Embeds a wide range of ongoing assessments in instructional activities to provide consistent guidance for planning and instruction.
Checks and monitors work in progress. Communicates student progress through school mandated procedures.	<b>5c.</b> <b>Involving and guiding all students in assessing their own learning</b>	Provides students with feedback on work in progress, as well as completed tasks. Some student involvement in correcting work.	Presents guidelines for assessment to students. Assists students in reflecting on and assessing their own work.	Integrates student self-assessment and reflection into the learning activities. Students engage in some peer assessment of work against criteria.	Engages all students in self and peer assessment and in monitoring their progress and goals over time.



# WEST LINN-WILSONVILLE SCHOOL DISTRICT CONTINUUM OF TEACHER DEVELOPMENT

## #5 ASSESSING STUDENT LEARNING (continued)

Beginning	STANDARD	Emerging	Applying	Integrating	Innovating
Administers required assessments. Recognizes student confusion and re-teaches material primarily using the same technique.	<b>5d.</b> <b>Using the results of assessments to guide instruction</b>	Uses information from some assessments to plan learning activities. Checks for understanding with a few students while teaching and addresses confusions.	Uses formal and informal assessments to plan lessons. Regularly checks for understanding from a wide variety of students to identify student needs and modify instruction.	Includes assessments as a regular part of instruction to plan and revise lessons. Identifies student understanding during the lesson using a variety of methods and adjusts teaching to meet student needs.	Uses a wide range of assessments to guide planning and make adjustments to teaching. Embeds broad-based checking for understanding in instruction and is able to modify and redesign lessons as needed.
Provides students and families with information about their progress through school mandated procedures.	<b>5e.</b> <b>Communicating with students, families, and other audiences about student progress</b>	Provides students with information about their current progress as they engage in learning activities. Families and support personnel are contacted as needed.	Provides students with information about their current progress and how to improve their work. Establishes regular communication with families and support personnel.	Engages students, families, and support personnel in regular discussions regarding student progress and improvement plans. Ongoing information is provided from a variety of sources for students, families, and support personnel.	Involves students, families, and support personnel as partners in the assessment process. Provides comprehensive information about students' progress and improvement plans to students, families, and support personnel.



# WEST LINN-WILSONVILLE SCHOOL DISTRICT CONTINUUM OF TEACHER DEVELOPMENT

## #6 DEVELOPING AS A PROFESSIONAL EDUCATOR

Beginning	STANDARD	Emerging	Applying	Integrating	Innovating
Reflects on elements of teaching (e.g., pacing, procedures, discipline, movement, materials, etc.).	<b>6a. Reflecting on teaching practice and planning professional development</b>	Reflects on instructional successes and dilemmas. Plans professional development to add to instructional strategies and knowledge of student learning.	Reflects on the relationship of teaching practice and student learning. Plans professional development based on reflections.	Analyzes and reflects on teaching and learning based on evidence gathered regularly. Plans professional development based on reflections and other resources.	Integrates analysis and reflection into daily practice based on a wide variety of evidence in relationship to professional growth and student learning. Plans draw on a wide variety of resources to expand knowledge.
Develops goals through required processes. Attends required in-service trainings.	<b>6b. Establishing professional goals and pursuing opportunities to grow professionally</b>	Sets goals considering self-assessment and other feedback. Expands knowledge and skills through available professional development opportunities (e.g., workshops, classes, seminars, etc.).	Sets short-term professional goals based on self-assessment of effectiveness, student learning, and feedback. Seeks out opportunities to realize professional goals.	Sets and modifies short and long-term goals considering self assessment and feedback from a variety of sources. Actively engages in and contributes to professional development.	Contributes to professional organizations, literature and development opportunities to extend own teaching practice and that of colleagues. Leads professional development.
Learns about students' communities. May take students into their community as part of learning activities.	<b>6c. Working with communities to improve professional practice</b>	Increases understanding of the roles of the community in students' lives. May attend selected community events. Uses some district resources and community resources available through the school.	Identifies and uses appropriate district resources in support of families and student learning. Expands knowledge of, and connections with, the full range of community resources.	Uses knowledge of and strengthens connections with local communities' cultures, services, and resources to support student learning.	Promotes school and community collaborations across multiple groups. Provides students with a full range of community experiences that benefit students and /or families.



# WEST LINN-WILSONVILLE SCHOOL DISTRICT CONTINUUM OF TEACHER DEVELOPMENT

## #6 DEVELOPING AS A PROFESSIONAL EDUCATOR (continued)

Beginning	STANDARD	Emerging	Applying	Integrating	Innovating
Communicates with families at reporting periods and school events. Advises families of problems. Recognizes the role of the family in student learning.	<b>6d.</b> <b>Working with families to improve professional practice</b>	Shares student progress and classroom activities. Invites families to contribute in the classroom. Values family backgrounds and their role in student learning.	Regularly communicates student progress in appropriate ways, taking into account the diversity of families. Encourages families to contribute to the classroom and school.	Maintains regular and responsive communication with all families. Provides opportunities for families to actively participate in the classroom and school.	Engages families in a variety of responsive, ongoing, two-way communications in support of student success. Structures a wide range of opportunities for families to contribute to the classroom and school community.
Establishes a positive working relationship with a few colleagues. Interacts with colleagues to gather resources. Seeks out trusted colleagues to consider solutions to problems with students.	<b>6e.</b> <b>Working with colleagues to improve professional practice</b>	Expands positive working relationships with colleagues and support staff. Collaborates with colleagues to plan curriculum, coordinate resources, and solve problems.	Works constructively with colleagues and support staff to improve student learning and reflect on practice.	Engages staff in dialogue and reflection to support student learning and teacher growth in responsive and appropriate ways.	Provides opportunities to collaborate with staff to support learning for all students. Provides leadership for and contributes to the learning of other educators.
Has a positive attitude in the classroom. Develops an understanding of professional responsibilities.	<b>6f.</b> <b>Balancing professional responsibilities and maintaining motivation</b>	Maintains positive attitude, demonstrates understanding of professional responsibilities, and seeks support to balance professional responsibilities with personal needs.	Maintains a positive attitude through the year, demonstrates professional integrity, and balances professional responsibility with personal needs.	Maintains motivation and commitment to all students, demonstrates professional integrity, and challenges self intellectually and creatively.	Maintains motivation and commitment to all students and the professional community, demonstrates and models professional integrity, and challenges self intellectually and creatively throughout career.

**STANDARD # 1****ENGAGING STUDENTS IN LEARNING**

Teachers build on students' prior knowledge, life experience, and interests to achieve learning goals for all students. Teachers use a variety of instructional strategies and resources that respond to students' diverse needs. Teachers facilitate challenging learning experiences for all students in environments that promote autonomy, interaction, and choice. Teachers actively engage all students in problem solving and critical thinking within and across subject matter areas. Concepts and skills are taught in ways that encourage students to apply them in real-life contexts that make subject matter meaningful. Teachers assist all students to become self-directed learners who are able to demonstrate, articulate, and evaluate what they learn.

**1a. Connecting students' prior knowledge, life experience, and interests with learning goals.**

*As teachers develop, they may ask, "How do I..." or "Why do I..."*

- help students to see the connections between what they already know and the subject matter?
- help students connect classroom learning to their life experiences and cultural understanding?
- support all students to use first and second language skills to achieve learning goals?
- open a lesson or unit to capture student attention and interest?
- build on students' comments and questions during a lesson to extend their understanding?
- make "on the spot" changes in my teaching based on students' interests and questions?

**1b. Promoting self-directed, reflective learning for all students.**

*As teachers develop, they may ask, "How do I..." or "Why do I..."*

- motivate students to initiate their own learning and to strive for challenging learning goals?
- encourage all students to describe their own learning processes and progress?
- explain clear learning goals for all students of each activity or lesson?
- engage all students in opportunities to examine and evaluate their own work and to learn from the work of their peers?
- help all students to develop and use strategies for knowing about, reflecting on, and monitoring their own learning?
- help all students to develop and use strategies for accessing knowledge and information?

**1c. Using a variety of instructional strategies and resources to respond to students' diverse needs.**

*As teachers develop, they may ask, "How do I..." or "Why do I..."*

- engage students in a variety of learning experiences to address the different ways they learn?
- use a variety of strategies to introduce, explain, and restate subject matter concepts and processes so that ALL students understand?
- choose strategies that make the complexity and depth of subject matter understandable to all students, including second language learners?
- vary my instructional strategies to increase students' active participation in learning?
- ask questions or facilitate discussion to clarify or extend students' thinking?
- make use of unexpected events to augment student learning?
- recognize when a lesson is falling apart and what do I do about it?

**1d. Facilitating learning experiences that promote autonomy, interaction, and choice.**

*As teachers develop, they may ask, "How do I..." or "Why do I..."*

- use the classroom environment to provide opportunities for independent and collaborative learning?
- participate in and promote positive interactions between all students?
- support and monitor student autonomy and choice during learning experiences?
- support and monitor student collaboration during learning activities?
- help students make decisions about managing time and materials during learning activities?

**1e. Engaging students in problem solving, critical thinking, and other activities that make subject matter meaningful.**

*As teachers develop, they may ask, "How do I..." or "Why do I..."*

- provide opportunities for students to think, discuss, interact, reflect, and evaluate content?
- help students to learn, practice, internalize, and apply subject-specific, learning strategies and procedures?
- support all students in critically investigating subject matter concepts and questions?
- engage all students in problem solving activities and encourage multiple approaches and solutions?
- encourage all students to ask critical questions and consider diverse perspectives about subject matter?
- provide opportunities for students to learn and practice skills in meaningful contexts?
- help students to analyze and draw valid conclusions about content being learned?

**STANDARD #2****EFFECTIVE ENVIRONMENT****Standard for Creating and Maintaining  
Effective Environments for Student Learning**

Teachers create physical environments that engage all students in purposeful learning activities and encourage constructive interactions among students. Teachers maintain safe learning environments in which all students are treated fairly and respectfully as they assume responsibility for themselves and one another. Teachers encourage all students to participate in making decisions and in working independently and collaboratively. Expectations for student behavior are established early, clearly understood, and consistently maintained. Teachers make effective use of instructional time as they implement class procedures and routines.

**2a. Creating a physical environment that engages all students.**

*As teachers develop, they may ask, “How do I...” or “Why do I...”*

- arrange the room to facilitate positive classroom interactions?
- arrange and adapt classroom seating to accommodate individual and group learning needs?
- manage student and teacher access to materials, technology, and resources to promote learning?
- create a classroom environment that reflects and promotes student learning?
- make the classroom environment safe and accessible for all students?

**2b. Using instructional time effectively.**

*As teachers develop, they may ask, “How do I...” or “Why do I...”*

- structure time with students to support their learning?
- help students move from one instructional activity to the next?
- pace and adjust instructional time so that students remain engaged?
- redirect student behavior in the most productive and time effective way?
- ensure that adequate time is provided for students to complete learning activities?
- provide time for students to reflect on their learning and process of instruction?
- structure time for day to day managerial and administrative tasks?

**2c. Planning and implementing classroom procedures and routines that support student learning.**

*As teachers develop, they may ask, “How do I...” or “Why do I...”*

- develop a daily schedule, timelines, classroom routines, and classroom rules?
- involve all students in the development of classroom procedures and routines?
- support students to internalize classroom rules, routines, and procedures to become self-directed learners?
- develop classroom procedures and routines that promote and maintain a climate of fairness and respect?
- make decisions about modifying procedures and rules to support student learning?



**2d. Establishing a climate that promotes fairness and respect.**

*As teachers develop, they may ask, “How do I...” or “Why do I...”*

- help all students become respectful of others who may be different from them?
- model and promote fairness, equity, and respect in the classroom?
- encourage, support, and recognize the achievements and contributions of all students?
- encourage students to take risks and be creative?
- understand and respond to inappropriate behaviors in a fair, equitable way?

**2e. Promoting social development and responsibility.**

*As teachers develop, they may ask, “How do I...” or “Why do I...”*

- help all students accept and respect different experiences, ideas, backgrounds, feelings, and points of view?
- group students to promote social development and learning?
- facilitate the development of each student’s self esteem?
- create opportunities for students to communicate and work with one another?
- teach leadership skills and provide opportunities for all students to use them?
- use classroom rules to support all students in assuming responsibility for themselves and one another?
- create opportunities for all students to become self-directed learners?

**2f. Establishing and maintaining standards for student behavior.**

*As teachers develop, they may ask, “How do I...” or “Why do I...”*

- understand the reasons for student behavior?
- establish and consistently maintain standards for behavior that reflect my students’ developmental and personal needs?
- intervene when student behavior does not meet agreed-upon classroom standards?
- facilitate student participation in classroom decision-making?
- help all students learn to solve problems and resolve conflicts?
- support students as they develop responsibility for their own behavior?
- work collaboratively with families to maintain standards for student behavior?

**STANDARD #3****ORGANIZING SUBJECT MATTER****Standard for Understanding and Organizing  
Subject Matter for Student Learning**

Teachers exhibit strong working knowledge of subject matter and student development. Teachers organize curriculum to facilitate students' understanding of the central themes, concepts, and skills in the subject area. Teachers interrelate ideas and information within and across curricular areas to extend students' understanding. Teachers use their knowledge of student development, subject matter, instructional resources, and teaching strategies to make subject matter accessible to all students.

**3a. Demonstrating knowledge of subject matter content and student development.**

*As teachers develop, they may ask, "How do I..." or "Why do I..."*

- identify and understand the key concepts and underlying themes and relationships in the subject area(s) to be taught?
- ensure that my knowledge of the subject matter incorporates different perspectives?
- continue to keep my subject matter knowledge current?
- ensure that my subject matter knowledge is sufficient to support student learning?
- build understanding of my students' cognitive and linguistic development?
- build understanding of my students' social, emotional, and physical development?

**3b. Using materials, resources, and technologies to make subject matter accessible to students.**

*As teachers develop, they may ask, "How do I..." or "Why do I..."*

- use subject matter resources, materials, and technologies to organize the curriculum?
- select and use instructional materials and resources that promote students' understanding of subject matter?
- select and use learning materials and resources that reflect the diversity in my classroom?
- use technologies to convey key concepts in the subject matter area?
- help all students gain access to useful materials, resources, and technologies to support their learning of subject matter?

**3c. Organizing curriculum to support student understanding of subject matter.**

*As teachers develop, they may ask, "How do I..." or "Why do I..."*

- use my knowledge of development to organize and sequence the curriculum to increase student understanding?
- use my subject matter knowledge to organize and sequence the curriculum to increase student understanding?
- use my knowledge of the subject to plan units and instructional activities that demonstrate key concepts and their interrelationships?
- organize subject matter effectively to reveal and value different cultural perspectives?
- incorporate subject or grade level expectations and curriculum frameworks in organizing subject matter?
- organize curriculum to ensure that students develop a deep understanding of core concepts in each subject matter area?

**3d. Interrelating ideas and information within and across subject matter areas.**

*As teachers develop, they may ask, “How do I...” or “Why do I...”*

- identify and integrate key concepts and relationships across subject matter areas?
- help all students to relate subject matter concepts to previous lessons and their own lives?
- help all students to see the relationships and connections across subject matter areas?
- help all students to apply learning from different curricular areas to solve problems?
- develop units and lessons that highlight themes within and across subject matter areas?

**3e. Developing student understanding through instructional strategies that are appropriate to the subject matter.**

*As teachers develop, they may ask, “How do I...” or “Why do I...”*

- develop and use a repertoire of instructional strategies that are well suited to teaching a particular subject matter?
- use my knowledge of subject matter to help students construct their own knowledge?
- challenge all students to think critically in each subject area?
- build on student life experience, prior knowledge, and interests to make the content relevant and meaningful to them?
- use a variety of instructional strategies and approaches to illustrate a concept and its connections within and across subject areas?
- help all students develop enthusiasm for and a deep knowledge of the subject matter?

Teachers plan instruction that draws on and values students' backgrounds, prior knowledge, and interests. Teachers establish challenging learning goals for all students based on student experience, language, development, and home and school expectations. Teachers sequence curriculum and design long-term and short-range plans that incorporate subject matter knowledge, reflect grade-level curriculum expectations, and include a repertoire of instructional strategies. Teachers use instructional activities that promote learning goals and connect with student experiences and interests. Teachers modify and adjust instructional plans according to student engagement and achievement.

**4a. Drawing on and valuing students' backgrounds, interests, and developmental learning needs.**

*As teachers develop, they may ask, "How do I..." or "Why do I..."*

- incorporate students' knowledge and experience in my curriculum and instructional planning?
- use knowledge about students' lives and their families and communities to inform my planning of curriculum and instruction?
- recognize and incorporate student diversity as an integral part of my planning?
- plan lessons and units that promote access to academic content for all students?
- design lessons that promote subject matter knowledge and language development for second language learners?
- use what I know about cognitive and linguistic development to plan instruction that supports student learning?

**4b. Modifying instructional plans to adjust for students needs.**

*As teachers develop, they may ask, "How do I..." or "Why do I..."*

- adjust the lesson plan to make content relevant and accessible to each student?
- revise plans based on formal and informal student assessment?
- adjust my plans to allow enough time for student learning?
- modify my plans to ensure opportunities for all students to learn and synthesize information?
- reflect on my teaching to inform short-term and long-term planning?

#### **4c. Establishing and articulating goals for student learning.**

*As teachers develop, they may ask, “How do I...” or “Why do I...”*

- establish short-term and long-term goals for student learning?
- ensure that each instructional activity is related to learning goals?
- build on the strengths, interests, and needs of all students to establish high expectations for learning?
- establish learning goals that address all students’ language, experience, and home and school expectations?
- design instructional activities so that all students participate in setting and achieving learning goals?
- ensure that goals for student learning promote critical thinking and problem solving?

#### **4d. Developing and sequencing instructional activities and materials for student learning.**

*As teachers develop, they may ask, “How do I...” or “Why do I...”*

- sequence subject matter concepts to support student learning?
- use formal and informal student assessment in short-term and long-term planning?
- plan to use instructional strategies appropriate to the complexity of the lesson content and student learning needs?
- select and sequence curriculum to promote understanding and critical thinking for all students?
- sequence instruction to help students see relationships and connections across subject matter areas?
- choose and adapt instructional materials to make subject matter relevant to students’ experience and interests?
- develop and sequence instruction that supports students’ second language learning and subject matter knowledge?

#### **4e. Designing short-term and long-term plans to foster student learning.**

*As teachers develop, they may ask, “How do I...” or “Why do I...”*

- develop short-term and long-term plans that build on and extend students’ understanding of subject matter?
- make decisions about organizing curriculum to allow enough time for student learning, review, and assessment?
- think ahead toward long-term goals for student learning?
- use my knowledge of subject matter and my students to plan and pace instructional activities over time?
- plan to ensure access to challenging, diverse, academic content for all students?
- provide opportunities for all students to learn at their own pace in my daily, weekly, and unit plans?
- incorporate diverse subject matter perspectives in my planning?

**Standard for Assessing Student Learning**

Teachers establish and clearly communicate learning goals for all students. Teachers collect information about student performance from a variety of sources. Teachers involve all students in assessing their own learning. Teachers use information from a variety of ongoing assessments to plan and adjust learning opportunities that promote academic achievement and personal growth for all students. Teachers exchange information about student learning with students, families, and support personnel in ways that improve understanding and encourage further academic progress.

**5.a Establishing and communicating learning goals for all students.**

*As teachers develop, they may ask, “How do I...” or “Why do I...”*

- use subject matter standards from district, state, and other sources to guide how I establish learning goals for each student?
- involve all students and families in establishing goals for learning?
- review and revise learning goals with every student over time?
- ensure that student learning goals reflect the key subject matter concepts, skills, and applications?
- ensure that goals for learning are appropriate to my students’ development, language acquisition, or other special needs?
- ensure that my grading system reflects goals for student learning?
- work with other educators to establish learning goals and assessment tools that promote student learning?

**5b. Collecting and using multiple sources of information to assess student learning.**

*As teachers develop, they may ask, “How do I...” or “Why do I...”*

- use a variety of assessments to determine what students know and are able to do?
- select, design, and use assessment tools appropriate to what is being assessed?
- know that the assessment tools I use are matched to and support my goals for student learning?
- collect, select, and reflect upon evidence of student learning?
- work with families to gather information about all students and their learning?
- ensure that my grades are based on multiple sources of information?
- assess my students to support student learning goals, district standards, and family expectations?
- use standardized test, diagnostic tools, and development assessments to understand student progress?
- use a range of assessment strategies to implement and monitor individualized student learning goals (including IEP goals)?

### **5c. Involving and guiding all students in assessing their own learning?**

*As teachers develop, they may ask, “How do I...” or “Why do I...”*

- make assessment integral to the learning process?
- model assessment strategies for all students?
- develop and use tools and guidelines that help all students assess their own work?
- help all students to build their skills in self-reflection?
- provide opportunities for all students to engage in peer discussion of their work?
- help all students to understand and monitor their own learning goals?
- provide opportunities for all students to demonstrate and reflect on their learning inside and outside of the classroom?

### **5d. Using the results of assessments to guide instruction.**

*As teachers develop, they may ask, “How do I...” or “Why do I...”*

- use assessment to guide my planning?
- use informal assessments of student learning to adjust instruction while teaching?
- use assessment data to plan more effective ways of teaching subject matter concepts and processes?
- use assessment information to determine when and how to revisit content that has been taught?
- use assessment data to meet students’ individual needs?
- use assessment results to plan instruction to support students’ individual educational plans (IEP)?

### **5e. Communicating with students, families, and other audiences about student progress.**

*As teachers develop, they may ask, “How do I...” or “Why do I...”*

- provide all students with information about their progress as they engage in learning activities?
- provide opportunities for all students to share their progress with others?
- communicate learning goals to all students and their families?
- initiate and maintain regular contact with families and resource providers about student progress?
- communicate the results of assessments with my students and their families?
- involve families as partners in the assessment process?

**Standard for Developing as a Professional Educator**

Teachers reflect on their teaching practice and actively engage in planning their professional development. Teachers establish professional learning goals, pursue opportunities to develop professional knowledge and skill, and participate in the extended professional community. Teachers learn about and work with local communities to improve their professional practice. Teachers communicate effectively with families and involve them in student learning and the school community. Teachers contribute to school activities, promote school goals, and improve professional practice by working collegially with all school staff. Teachers balance professional responsibilities and maintain motivation and commitment to all students.

**6a. Reflecting on teaching practice and planning professional development.**

*As teachers develop, they may ask, “How do I...” or “Why do I...”*

- assess my growth as a teacher over time?
- learn about teaching as I observe and interact with my students?
- reflect on my instructional successes and dilemmas to move my practice forward?
- analyze my teaching to understand what contributes to student learning?
- formulate professional development plans that are based on my reflection and analysis?

**6b. Establishing professional goals and pursuing opportunities to grow professionally.**

*As teachers develop, they may ask, “How do I...” or “Why do I...”*

- maintain an attitude of lifelong learning?
- learn more about my own professional roles and responsibilities?
- establish goals and seek out opportunities for professional growth and development?
- use professional literature, school district, and other professional development opportunities to increase my understanding of teaching and learning?
- continue to seek out and refine approaches that make the curriculum accessible to every student?
- expand my knowledge of new instructional methods and technologies?
- benefit from and contribute to professional organizations to improve my teaching?

**6c. Balancing professional responsibilities and maintaining motivation.**

*As teachers develop, they may ask, “How do I...” or “Why do I...”*

- reduce stress and maintain a positive attitude with students and colleagues?
- challenge myself intellectually and creatively throughout my career?
- deal with the isolation of teaching?
- find support to balance professional responsibilities with my personal needs?
- demonstrate professional conduct and integrity in the classroom and school community?
- extend my knowledge about my professional and legal responsibilities for students’ learning, behavior and safety?



**6d. Working with communities to improve professional practice.**

*As teachers develop, they may ask, “How do I...” or “Why do I...”*

- value and respect the student’s community and appreciate its role in student learning?
- increase my understanding of the cultures and dynamics of my students’ communities?
- promote collaboration between school and community?
- identify and use school, district, and local community social service resources to benefit students and their families?
- seek out and use resources from the local community and businesses to support student learning?
- provide my students with community-based experiences that support their learning?
- interact with students in activities outside the classroom?

**6e. Working with families to improve professional practice.**

*As teachers develop, they may ask, “How do I...” or “Why do I...”*

- value and respect students’ families and appreciate their role in student learning?
- develop an understanding of families’ racial, cultural, linguistic, and socioeconomic backgrounds?
- engage families as sources of knowledge about students’ linguistic and social backgrounds?
- promote positive dialogue and interactions with all families and respond to their concerns about student progress?
- ensure that communication with all students and their families is understood?
- provide opportunities for all families to participate in the classroom and school community?
- present the educational program to all families?

**6f. Working with colleagues to improve professional practice.**

*As teachers develop, they may ask, “How do I...” or “Why do I...”*

- create opportunities to collaborate with my colleagues?
- collaborate with teachers, administrators, education specialists, and paraprofessionals to ensure that all students’ diverse learning needs are met?
- engage in thoughtful dialogue and reflection with colleagues to solve teaching-related problems?
- participate in making and implementing school-wide decisions?
- contribute to school-wide events and learning activities?
- establish and maintain relationships with other school staff to become a visible and valued member of the school community?
- use observations of colleagues to improve my teaching?
- prevent and resolve personal and professional conflicts with colleagues?
- contribute to the learning of other educators?

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**JOB DESCRIPTION**  
**THE ART AND SCIENCE OF**  
**THE CLASSROOM TEACHER**

*Good teaching cannot be reduced to techniques; good teaching comes from the identity and integrity of the teacher. They are able to weave a complex web of connections among themselves, their subjects, and their students, so that students can weave a world for themselves.*

*Parker Palmer*

A teacher in the West Linn-Wilsonville School District joins a community of professionals who embrace the district's mission and six guiding vision themes:

***How do we create learning communities for the greatest thinkers  
and most thoughtful people... for the world?***

- Demonstrates personal and academic excellence;
- Provides a personalized education to improve student performance;
- Establishes community partnerships and expands the classroom beyond the school;
- Creates a circle of support for each student;
- Educates the whole person-intellectually, emotionally, physically, and ethically; and
- Integrates technology in daily learning.

Responsibilities include:

- Planning for the instructional needs of all students;
- Collaborating with colleagues to improve student learning;
- Attending to the special needs of students;
- Teaching high expectations for student achievement and behavior;
- Implementing state and district curriculum;
- Modeling and teaching a growth mindset;
- Providing instruction that promotes skill development, knowledge, and reasoning;
- Using a variety of assessments to inform instruction;
- Creating an environment that provides access for all students;
- Developing partnerships that enhance student learning;
- Providing culturally responsive instruction;
- Modeling and teaching respect with an awareness of diversity;
- Demonstrating continuous professional growth.

Qualifications:

- Knowledge of best practices in teaching;
- Masters degree preferred;
- Oregon teaching license in assigned area(s) and proper endorsement(s);
- Meet highly qualified requirements for subject(s) assigned.

**JOB DESCRIPTION**  
**THE ART AND SCIENCE OF**  
**THE SPECIAL EDUCATION TEACHER**

*Good teaching cannot be reduced to techniques; good teaching comes from the identity and integrity of the teacher. They are able to weave a complex web of connections among themselves, their subjects, and their students, so that students can weave a world for themselves.*

*Parker Palmer*

A teacher in the West Linn-Wilsonville School District joins a community of professionals who embrace the district's mission and six guiding vision themes:

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and most thoughtful people... for the world?***

- Demonstrates personal and academic excellence;
- Provides a personalized education to improve student performance;
- Establishes community partnerships and expands the classroom beyond the school;
- Creates a circle of support for each student;
- Educates the whole person-intellectually, emotionally, physically, and ethically; and
- Integrates technology in daily learning.

Responsibilities include:

- Promoting and using best practices and current tools;
- Collaborating with general education teachers to provide access to learning;
- Communicating with parents about specific education techniques and strategies appropriate when working with their child; informing parents of their procedural rights;
- Matching school and community resources to special needs of students;
- Coordinating the planning, development, documentation, and implementation of individual educational programs (IEPs) within the total school program;
- Coordinating the planning, development, and documentation of evaluation and eligibility determination for referred students;
- Modeling and teaching a growth mindset;
- Facilitating the least restrictive educational placement of each student;
- Developing classes and materials to meet the needs of special needs students;
- Conducting evaluations and interpret results including standardized assessments;
- Testing and interpreting standardized assessments. providing specifically designed instruction;
- Modeling and teaching respect with an awareness of diversity;
- Collecting and reporting data to monitor individual student progress;
- Ability to work collaboratively in training and guiding instructional assistants;
- Providing culturally responsive instruction.

Qualifications:

- Knowledge of best practices in instruction and IDEA 2004 documentation;
- Knowledge in the area of specially designed instruction, accommodation and modification to meet the individual needs of students; classroom teaching experience;
- Masters degree preferred; Oregon teaching license in assigned area(s) with proper endorsement(s);
- Oregon teaching license in assigned area(s) with proper endorsement(s).

## **JOB DESCRIPTION THE ART AND SCIENCE OF THE SCHOOL COUNSELOR**

*Good teaching cannot be reduced to techniques; good teaching comes from the identity and integrity of the teacher. They are able to weave a complex web of connections among themselves, their subjects, and their students, so that students can weave a world for themselves.*

*Parker Palmer*

A teacher in the West Linn-Wilsonville School District joins a community of professionals who embrace the district's mission and six guiding vision themes:

***How do we create learning communities for the greatest thinkers  
and most thoughtful people... for the world?***

- Demonstrates personal and academic excellence;
- Provides a personalized education to improve student performance;
- Establishes community partnerships and expands the classroom beyond the school;
- Creates a circle of support for each student;
- Educates the whole person-intellectually, emotionally, physically, and ethically; and
- Integrates technology in daily learning.

Responsibilities include:

- Developing and implementing activities that encourage students to be successful, life-long learners; be an advocate for culturally responsive instruction;
- Collaborating with colleagues to improve access to learning for all;
- Providing individual and group counseling; modeling and teaching respect with an awareness of diversity;
- Monitoring all students to assure that appropriate referrals and/or plans are made to improve the educational process;
- Administering appropriate assessment as necessary;
- Modeling and teaching a growth mindset;
- Assisting in transition between primary to middle school or middle school to high school;
- Supervising students and maintaining student records;
- Participating on district committees;
- Providing resources to parents and consulting with parents to develop and implementing cooperative approaches that allow students to meet their needs appropriately;
- Collaborating with staff regarding students' social, emotional and academic needs, and assisting staff with implementing classroom guidance activities;
- Developing, conducting, and/or coordinating classroom guidance activities that address issues such as personal safety, drug and alcohol prevention, and skills for effective living;
- Serving as coordinator or consulting by collaborating on a multidisciplinary team to develop and implement district and school plans that facilitate a culture of character and student learning;
- Serving as liaison between school and community resources which benefit the students, parents, school, and community;
- Participating in support activities related to school policies and school culture;
- Improving student skills in decision-making and interpersonal relationships;

*The Art and Science of the School Counselor (continued)*

- Consulting with teachers, students, and parents in identifying and solving problems which interfere with school progress;
- Participating actively in the planning and evaluation of the school program;
- Communicating effectively with students, patrons, and colleagues.

Qualifications:

- Masters degree preferred;
- Oregon teaching license in Counseling;
- Experience as a classroom teacher;
- Classroom teaching experience preferred.

**JOB DESCRIPTION**  
**THE ART AND SCIENCE OF**  
**THE SCHOOL PSYCHOLOGIST**

*Good teaching cannot be reduced to techniques; good teaching comes from the identity and integrity of the teacher. They are able to weave a complex web of connections among themselves, their subjects, and their students, so that students can weave a world for themselves.*

*Parker Palmer*

A teacher in the West Linn-Wilsonville School District joins a community of professionals who embrace the district's mission and six guiding vision themes:

***How do we create learning communities for the greatest thinkers  
and most thoughtful people... for the world?***

- Demonstrates personal and academic excellence;
- Provides a personalized education to improve student performance;
- Establishes community partnerships and expands the classroom beyond the school;
- Creates a circle of support for each student;
- Educates the whole person-intellectually, emotionally, physically, and ethically; and
- Integrates technology in daily learning.

Responsibilities include:

- Providing diagnostic assistance in implementing programs for disabled students;
- Providing intellectual, academic, and behavioral evaluations for individuals three to twenty-one; be an advocate for culturally responsive instruction;
- Collaborating to prepare educational and behavioral plans based on diagnostic data;
- Coordinating the planning, development, and documentation of evaluation and eligibility determination for referred students;
- Modeling and teaching a growth mindset;
- Providing consultation and assistance to the individual educational program (IEP) team;
- Facilitating and/or participating in IEP meetings;
- Facilitating the least restrictive educational placement of each student;
- Providing behavioral consultation services to teachers, students and/or parents;
- Providing behavioral intervention services to students;
- Referring to outside agencies for further diagnostic evaluations and treatment when appropriate; informing parents of their process rights;
- Providing individual and group counseling to students.

Qualifications:

- Knowledge of intellectual, educational, behavioral assessments;
- Demonstrated competence with educational programming, IEP development, behavioral management, and general curriculum;
- Knowledge of special education eligibility criteria (IDEA2004);
- Basic or Standard School Psychologist (Masters Degree) Certificate;
- NCSP certification preferred;
- Teaching experience preferred.

**JOB DESCRIPTION**  
**THE ART AND SCIENCE OF**  
**THE SPEECH AND LANGUAGE SPECIALIST**

*Good teaching cannot be reduced to techniques; good teaching comes from the identity and integrity of the teacher. They are able to weave a complex web of connections among themselves, their subjects, and their students, so that students can weave a world for themselves.*

*Parker Palmer*

A teacher in the West Linn-Wilsonville School District joins a community of professionals who embrace the district's mission and six guiding vision themes:

***How do we create learning communities for the greatest thinkers  
and most thoughtful people... for the world?***

- Demonstrates personal and academic excellence;
- Provides a personalized education to improve student performance;
- Establishes community partnerships and expands the classroom beyond the school;
- Creates a circle of support for each student;
- Educates the whole person-intellectually, emotionally, physically, and ethically; and
- Integrates technology in daily learning.

Responsibilities include:

- Providing services to students needing speech and language instruction;
- Screening referred students for speech, language, or hearing difficulties;
- Coordinating the planning, development, and documentation of evaluation and eligibility determination for referred students;
- Designing an individualized education program in conjunction with the individual education program (IEP) team; be an advocate for culturally responsive instruction;
- Coordinating the planning, development, documentation, and implementation of IEPs within the total school program;
- Collaborating with general and other special education teachers in planning and implementing appropriate services;
- Modeling and teaching a growth mindset;
- Communicating with parents about specific educational techniques and strategies used when working with their child;
- Informing parents of their procedural rights;
- Providing documentation per federal and state requirements;
- Providing appropriate training and guidance of instructional assistants;

Qualifications:

- Knowledge in the area of prevention, therapy, and educational services for students with communication disorders and autism;
- Masters Degree;
- Basic or Standard Speech Handicapped Certificate;
- Additional appropriate certification;
- Classroom teaching experience preferred;



**JOB DESCRIPTION**  
**THE ART AND SCIENCE OF**  
**THE TEACHER LIBRARIAN**

*Good teaching cannot be reduced to techniques; good teaching comes from the identity and integrity of the teacher. They are able to weave a complex web of connections among themselves, their subjects, and their students, so that students can weave a world for themselves.*

*Parker Palmer*

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- Integrates technology in daily learning.

Responsibilities include:

- Helping students become effective users of ideas and information;
- Managing the library to create optimum learning conditions in a professional and efficient manner;
- Providing instruction in research process, strategies, and digital citizenship;
- Demonstrating an appreciation for learning; modeling and teaching a growth mindset;
- Be an advocate for culturally responsive instruction;
- Promoting instructional applications of technology with staff and students;
- Working as a team member with other staff to develop curriculum and resource-based research activities;
- Facilitating use of the library as an extension of the classroom-based instructional program;
- Working collaboratively with library instructional assistants, volunteers, and student help in the efficient operation of the library;
- Demonstrating an understanding and appreciation of literature and actively promoting information and recreational reading with all readers;
- Working with students to find literature and/or other resources to meet special interest and special learning needs;
- Preparing, justifying, and administering the library program budget;
- Evaluating and selecting materials and equipment according to the need of users, the existing collection, the school curriculum, and recognized standards of quality;
- Participating in professional development activities including state or national organizations;
- Serving on district committees.

Qualifications:

- Basic or Standard Oregon Teaching Certificate with Educational Media Endorsement;
- Masters degree preferred;
- Classroom teaching and experience preferred.

**JOB DESCRIPTION**  
**THE ART AND SCIENCE OF**  
**THE INSTRUCTIONAL COORDINATOR**

*Good teaching cannot be reduced to techniques; good teaching comes from the identity and integrity of the teacher. They are able to weave a complex web of connections among themselves, their subjects, and their students, so that students can weave a world for themselves.*

*Parker Palmer*

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- Creates a circle of support for each student;
- Educates the whole person-intellectually, emotionally, physically, and ethically; and
- Integrates technology in daily learning.

**Definition:**

Coordinating instruction and curriculum efforts within the school; maintaining responsibility for all students including those in special education and gifted education. The Instructional Coordinator collaborates with other instructional coordinators in the district and provides school and district-level support to classroom teachers.

**Examples of Duties:**

- Be an advocate and support for culturally responsive instruction;
- Serving as a member of the school leadership team;
- Serve as master teacher and mentor; serve as collegial support to instructional teams;
- Serving as acting principal in his/her absence;
- Modeling and teaching a growth mindset;
- Coordinating the development, evaluation, and articulation of district and state curriculum;
- Coordinating the curriculum and instruction efforts with other Instructional Coordinators;
- Coordinating the improvement of instruction through school or district professional development activities;
- Coordinating the screening for, identification of, and service for gifted and second language students;
- Providing management for technology networks in the schools;
- Coordinating school and state assessment systems.

**Secondary Duties:**

Assisting in a variety of organizational duties including development of school culture and positive community relations; collegial development and improvement of instruction; development of a master schedule; placement of students; student records; student enrichment program; student behavior management efforts; supervision of students; participation and facilitation of evening events and other duties as assigned.

*The Art and Science of the Instructional Coordinator (continued)*

Qualifications:

- Masters degree preferred;
- Basic or Standard Oregon Teaching Certificate;
- Minimum three years teaching experience;
- Interest in pursuit of administrative credentials and position.

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## Teaching & Learning in the West Linn-Wilsonville School District



## **TUITION REIMBURSEMENT**

### **Approval**

The teacher shall have Professional Goals that have been jointly developed before tuition reimbursement is approved. The goals shall reflect the teacher's focus for professional development. The teacher may modify professional goals at any time during the school year, with the consent of the appropriate administrator.

Professional Goals are designed to provide teachers with a means for systematically thinking through the experiences which will authentically help their growth as professional educators to improve student learning and growth.

### **Implementation**

Newly hired teachers should have their professional goals completed and on file by October 15. Teachers on a Temporary Contract are not eligible for tuition reimbursement or professional development funds from the district.

Once professional goals have been established they will provide a frame of reference for future professional growth activities. Requests for tuition reimbursement will follow currently established procedures using the online system. This would include procedures for tuition reimbursement, conference attendance, release time, or other professional development activities.

The District will reimburse teachers for pre-approved tuition paid at the college or university of the teacher's choice. The amount of reimbursement will be limited to the tuition rate in effect at Portland State University at the time of attendance or the actual tuition, whichever is less. Courses must be graduate level to qualify.

### **Approval**

District approval must be obtained prior to enrolling in a course for which reimbursement is requested. Courses will not be approved unless they relate to the teacher's goals and the approved program for professional growth.

The District does not approve more than one (1) course or four (4) quarter hours per term during fall, winter and spring.

Tuition reimbursement for advanced study shall apply for teachers on Board-approved leave, but subject to maximum of twelve (12) credit hours per twelve (12) month period. Such reimbursement shall not occur prior to the teacher's return to duty. (Number of credit hours reimbursed may be subject to reduction based on budget constraints.)

The teacher must receive a grade of "B" or better in all graded classes and a "P" in all pass/fail classes.

If a teacher does not return to the District for the ensuing school year, the District shall not be obligated to pay for any class taken during the summer term. If prepayment was made, reimbursement shall be withheld from the final pay check or recovered by other suitable collection efforts.

In areas where teachers need to take undergraduate classes to improve their professional knowledge of their instructional area, they may apply to the Director of Human Resources for permission to

take the undergraduate class. In all cases, permission must be granted prior to taking the undergraduate class for reimbursement.

### **Prepayment of Tuition**

Upon request of the teacher and the completion of appropriate forms, a check will be made payable to the college or university for prepayment of tuition. Twenty-one (21) days notice shall be required.

If, after receiving the prepayment of tuition, the teacher is unable to provide evidence of successful completion of the course (grade sheet or transcript), reimbursement to the District will be in the form of a payroll deduction. The amount of prepayment for spring term tuition shall be withheld from the teacher's final check pending proof of successful completion.

### **Part-Time Teachers**

Teachers employed less than full-time shall receive prorated tuition reimbursement, based upon twelve (12) credit hours over a twelve (12) month period. Within these guidelines, the teacher will be reimbursed for a limited amount of hours (Example: a teacher at .5 FTE will be reimbursed for the first six credit hours.)

Part-time teachers not returning for the following school year shall be subject to prorated recovery.

Note: If the Oregon System of Higher Education changes from quarter to semester hours, the parties agree to adjust the language in this Article accordingly with no loss of benefits to members.

Split check requests are prepaid to both institutions with a final grade due at the end of the term.

## **PROFESSIONAL DEVELOPMENT PROGRAM**

### **Fund Establishment**

The District shall establish a separate Professional Development Fund \$81,758.00 in 2008-09. Each year thereafter, the Fund amount will increase/decrease by the percentage increase/decrease in the number of teachers employed.

Fund Administration: There shall be a committee established to make recommendations as to the expenditure of monies from this fund. The committee shall have six (6) members. Three (3) shall be appointed by the WLEA; one (1) each from primary, middle and secondary grade levels. Three (3) shall be appointed by the District. The Committee shall establish procedures to obtain and act on expenditure requests. All recommendations made by the committee shall be subject to approval of Superintendent.

Fund Objective: The objective of the fund is to provide monies for workshops, conferences, seminars, that are germane to what the teacher teaches and to improving the learning experience for all students.

### **Guidelines**

The Professional Development Fund was established to provide funds for licensed staff to attend workshops, conferences, and other professional growth activities that do not carry college credits.

The Fund may also promote professional development by sponsoring and offering workshops and training to more fully utilize the available funds. For these PDF workshops and training sessions the two (2) people per building limit may be extended.

### **Implementation**

Complete the Professional Development Fund request form in the online professional development tracking system using the following guidelines prepared by the PDF Committee (the Committee may alter or revise these guidelines during the contract period):

1. Activities are divided in two categories depending on their cost, for which a maximum of \$400 - \$800.00 will be allocated for an individual. Sub fees will be covered 100% for two (2) days; any additional sub fees needed may be taken out of Professional Leave. A PDF request within the range of \$400.00 - \$800.00 per year will be considered a maximum request. If more than two (2) days sub time are needed and the individual elects not to use the Professional Leave days, the additional cost will be deducted from the
2. \$400.00 - \$800.00 reimbursement. Applicants are not approved to attend "more expensive cost" (\$400.00 +) conferences in successive years. Applicants are approved for events up to \$399.00 and (1) day of substitute the year following a maximum expenditure.
3. Conference attendee limitations are as follows:
  - Primary /Middle School Level - no more than two (2) teachers per building;
  - High School - no more than two (2) teachers per department.
  - For special conferences the committee may make exceptions to these limitations.
4. An applicant's PDF fund usage will be considered for each application.
5. Substitutes' salaries are covered at 100% for up to 2 days.



6. Travel /Lodging:

- a. All travel within the United States and Canada will be reimbursed 50%. (Travel, lodging, and meals outside this area will not be reimbursed. Travel and lodging within the Portland metropolitan area are not reimbursed).
- b. Shared Lodging and travel costs are encouraged whenever practical. Please note on application names of persons with whom you will be carpooling or rooming.
- c. Maximum reimbursement for lodging will be \$70.00 per night including room tax. As required by district auditors, all expenses claimed must be supported with a receipt or they cannot be reimbursed. (Alcohol is a non reimbursable expense and must be paid for separately).
- d. Maximum reimbursement for meals is \$25.00 per day. The breakdown for meals is as follows: breakfast - \$7.00, lunch \$8.00 and dinner \$10.00. As above, all reimbursement requests must be accompanied by a receipt per district auditors.

**PDF Committee Guidelines for Considering Applications**

Professional Development is defined as an experience that contributes to the improvement of instruction, increases staff competency, and encourages innovation.

Considerations

- Number of teaching days absent for professional reasons.
- Number of staff and students affected.
- Availability of funds from another source.
- Method(s) of sharing the benefits of the activity with other staff members and with students.

Criteria

1. Application review includes:

- If the activity is offered at multiple sites, only the nearest available site will be funded.
- Except for some summer coursework, PDF cannot be used for an activity where tuition reimbursement has been approved.
- The activity must be feasible within the proposed time frame and available resources.

2. The applicant must demonstrate:

- that the activity will have significant impact on the improvement of instruction.
- that the activity fulfills a current perceived need.
- that the activity is appropriate to their current teaching assignment.

***All PDF requests require pre-approval and are granted on a reimbursement basis only.***

## PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Professional development requests are processed electronically through the district online system.

School District Sponsored University Courses	Other District Sponsored Professional Growth Opportunities
<p>Throughout the year there will be a variety of <b><i>District Sponsored</i></b> professional workshops for which participants will receive Continuing Professional Development (CPD) units. There will also be <b><i>District Sponsored</i></b> classes for college credit. Notifications will be sent to specific groups of employees that would benefit from these workshops and classes.</p> <p><b>Registration:</b> Teachers may sign up for classes by contacting the In-District Coordinator through the Curriculum Office. There is no need to complete a request in the online system for these <b><i>District Sponsored</i></b> events. The In-District Coordinator will create the Activity and enter participants' names on the roster for the event designating whether the class was taken for CPD units or college credit, whichever is applicable.</p> <p>If the event has college credit attached, the registration forms will be available at the first class. At that time, you may complete the registration form and turn it in to the instructor. The instructor will return all the forms to the In-District Coordinator to process.</p> <p><b>Tuition:</b> The District will make one payment to the college for all participants taking a <b><i>District Sponsored</i></b> class for college credit. Please do NOT pay individually or request tuition reimbursement through the online system.</p> <p><b>Grades:</b> It is the responsibility of participants to send a copy of their grade transcript to the office of Human Resources. Once received and processed, the credit will be posted to the column management file.</p>	<p>The District provides other opportunities for staff development throughout the school year. Included in these are:</p> <ol style="list-style-type: none"> <li>1. October's State In-Service Day is an unpaid day; however, teachers are encouraged to attend conferences and workshops in areas pertinent to their assignment.</li> <li>2. Committee and Textbook Selection – release time may be provided to review and select teaching materials and to design future programs.</li> <li>3. "Great Expectations" is an opportunity for teachers new to the District to obtain additional staff development activities as well as a greater in-depth introduction to the District.</li> <li>4. Summer Curriculum Projects – proposals which will become part of summer curriculum activities shall be submitted no earlier than May 1 according to District established guidelines and timelines, with teachers to be notified in writing of the disposition of the approval within (30) days of submission.</li> </ol> <p>For more information, please contact:</p> <p>Julie Lane In-District Professional Development Coordinator 503-673-7024; or</p> <p>Debbie Davis, HR Specialist 503-673-7027</p>

## **SALARY PLACEMENT AND ADVANCEMENT**

Teachers qualifying for educational advancement on the salary schedule must submit a written request along with verification by the first (1st) calendar day of the month for salary to be modified in that month. All such modification shall be retroactive to the first day of the month in which the credits were earned within a one year period.

College hours submitted for educational advancement must have been earned subsequent to the education degree or certification to teach, and except for the lower division hours approved as a part of an education improvement plan, must be graduate level hours. All such hours must be reasonably related to the teacher's instructional assignment or to a field of study normally included in the public school curriculum.

### **Credit Summary**

The Credit Summary Program is used by the Office of Human Resources to record documentation (grade sheets or transcripts) of earned degrees and credits. This information is used to document salary schedule column changes. Teachers should provide the Department of Human Resources with updated information on credits and degrees as soon as they are received so that it can be posted in the credit summary. Furthermore, teachers are advised to review their credit summaries at least annually.

The District considers credit to be earned as of the last day of the term or on the date an Incomplete Grade is made up. In the case of credit earned prior to the ending date of a term, it is the teacher's responsibility to document the actual completion date on which credit was earned.

## **CPD UNITS - RENEWING YOUR LICENSE THROUGH TEACHER STANDARDS AND PRACTICES COMMISSION (TSPC)**

### **What is a CPDU?**

A Continuing Professional Development Unit equates to one clock hour. One quarter hour of college or university credit equals 20 CPD Units. One semester hour of college or university credit equals 30 CPD Units.

Educators and personnel service specialists need to document Continuing Professional Development (CPD) to renew their licenses. This requirement, passed by the 1997 Legislature, will apply to all educators who hold a Basic, Standard or Continuing licenses and who are employed in Oregon Schools. The Teachers Standards and Practices Commission will notify each teacher upon the granting of a teaching license of the renewal requirements. ***Teachers hold full responsibility for obtaining and maintaining a proper Oregon Teaching License for their assignment.***

## **FREQUENTLY ASKED QUESTIONS CONCERNING HIGHLY QUALIFIED STATUS**

### **Who needs to be Highly Qualified?**

All teachers who teach core academic subjects.

### **What are the Core Academic Subjects?**

- Arts (Visual Arts, Music)
- Mathematics
- History (Social Studies)
- Geography (Social Studies)
- Economics (Social Studies)
- Government and Civics (Social Studies)
- Sciences (Integrated Science, Biology, Chemistry and Physics)
- Language Arts and Reading
- Foreign Languages (French, German, Japanese, Spanish, Latin and Russian)
- Special Education

### **What are the key features of highly qualified?**

The teacher must have all of the following three things:

- a. Hold full state licensure (as defined by the State)
- b. Hold a Bachelor degree or higher; AND
- c. Demonstrate subject matter competency in each of the core academic subjects the teacher teaches.

### **What is a full state licensure in Oregon?**

- Five-year Teaching License
- Basic Teaching License
- Standard Teaching License
- Initial, Initial I or Initial II Teaching License
- Continuing Teaching License

### **What is subject matter competency?**

Subject matter competency may be demonstrated through any of the following:

1. Passing the appropriate “rigorous state test” (such as Praxis or NES);
2. Having a major in the subject-matter area (does not apply to elementary endorsements);
3. Having coursework equivalent to a major (34 quarter hours or 23 semester hours in core academic subject matter numbered 100 level or above) in the subject-matter area (does not apply to elementary endorsements or authorizations);
4. Having a graduate degree in the subject matter area (does not apply to elementary endorsements or authorizations);
5. Satisfying the Highly Objective Uniform State Standard of Evaluation (HOUSSE) requirements if have taught three complete years or more.

### **What is the difference between an Endorsement and an Authorization level?**

An endorsement is a specialization area such as “Math” or “Multiple Subjects,” while an authorization level is the level for which one can teach such as “ECE” or “HS”.

## GLOSSARY OF TERMS

<b>Assessment</b>	Judgment on the basis of data.
<b>Classroom Observation</b>	Any instance during which a supervisor or designated other enters a classroom for the purpose of gathering data.
<b>Contract Teacher</b>	After working successfully in the district for three years, the district will designate a teacher as a contract teacher.
<b>Data</b>	Any information gathered for the purpose of aiding in judgment.
<b>District Personnel File</b>	The official employment file kept in the Office of Human Resources. This district personnel file contains materials including original application, teacher professional growth reports etc.
<b>Evaluation</b>	Formal appraisal of teacher performance compared to job description and established standards.
<b>Evaluation Cycle</b>	A recurring process of assessment which begins with self-evaluation and goal setting and ends with submission of an evaluation report. The timelines for the evaluation vary according to teacher status (contract and probationary teachers).
<b>“Educators’ Handbook for Professional Growth”</b>	This document written, reviewed periodically by a committee of administrators and teachers, printed and distributed by the district, for the purpose of explaining and clarifying professional growth within the district.
<b>Formal Observation</b>	Visitation of a teacher in work setting by an administrator, complete with pre- and post-conference.
<b>Goals</b>	Plans for improvement set by department, school, or district. See also Instructional Improvement Goals below.
<b>Goal Conference</b>	Yearly meeting of teacher and evaluator to arrive at mutual agreement on instructional improvement goals, method of assessment, and timelines for completion.
<b>Short Focused Observation</b>	Gathering of data relative to teacher performance at any time through planned encounters.
<b>Instructional Improvement Goals</b>	Set of goals mutually agreed upon by a teacher and evaluator by which the teacher intends to improve instructional performance.

<b>Job Description</b>	Outline in general terms of the duties and responsibilities of a certified staff member.
<b><i>Professional Teaching Standards</i></b>	<p>A list of expected competencies for teachers. <i>Professional Teaching Standards</i> are adopted from California Teaching Standards, New Teacher Center:</p> <ol style="list-style-type: none"> <li>1) Standard for engaging and supporting all students in learning.</li> <li>2) Standard for developing as a professional educator.</li> <li>3) Standard for assessing student learning.</li> <li>4) Standard for creating and maintaining effective environments for student learning.</li> <li>5) Standard for understanding and organizing subject matter for student learning.</li> <li>6) Standard for planning instruction and designing learning experiences for all students.</li> </ol>
<b>Post-Evaluation</b>	Meeting held at the end of a formal observation between the teacher and administrator to review progress toward goals, data gathered through observations, and other means, and to review the Educator's Professional Growth Summary.
<b>Principal's Working Personnel File</b>	The unofficial file of an evaluator contains copies of Teacher Evaluation reports, working notes, and data gathered to aid in the preparation of formal performance reports to the School Board.
<b>Probationary Teacher</b>	A teacher who is neither a contract teacher nor a temporary teacher. Teachers are on probationary status for three years after entering the district.
<b>Plan of Assistance for Improvement</b>	A formalized plan designed to aid a teacher in improving performance once the performance of a teacher is judged by an administrator to be unsatisfactory according to standards listed in the professional growth handbook.
<b>Self-Assessment</b>	Initial step of an evaluation cycle in which a teacher compares personal performance with performance standards, job description, and previous professional growth reports.
<b>Teacher Professional Goals</b>	A report prepared by the teacher as the first step in the professional growth cycle. After a conference with the principal, the report is filed in the online professional development file.
<b>Temporary Teacher</b>	Any teacher who is 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, or dismissal of a contract or probationary teacher or for a teacher on an approved leave of absence.



## COLLABORATIVE OBSERVATION TOOL

Teacher: \_\_\_\_\_ Administrator: \_\_\_\_\_ Date: \_\_\_\_\_

What's going well:		Areas of challenge or focus:			
Suggested Strategies/Moves:		Resources:			
Engaging and Supporting all Students in Learning	Creating and Maintaining an Effective Environment for Student Learning	Understanding and Organizing Subject Matter for Student Learning	Planning Instruction and Designing Learning Experiences for All Students	Assessing Student Learning	Developing as a Professional Educator
<ul style="list-style-type: none"> <li>• Connects student's prior knowledge, life experiences, and interests with learning goals;</li> <li>• Uses a variety of instructional strategies and resources to respond to students' diverse needs;</li> <li>• Facilitates learning experiences that promote autonomy, interaction and choice;</li> <li>• Engages students in problem solving critical thinking, and other activities that make subject matter meaningful;</li> <li>• Promotes self-directed reflective learning for all students</li> </ul>	<ul style="list-style-type: none"> <li>• Creates a physical environment that engages all students</li> <li>• Establishes a climate that promotes fairness and respect</li> <li>• Promotes social development and group responsibility</li> <li>• Establishes and maintains standards for student behavior</li> <li>• Plans and implements classroom procedures and routines that support student learning</li> <li>• Uses instructional time effectively</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates knowledge of subject matter content and student development</li> <li>• Organizes curriculum to support student understanding of subject matter</li> <li>• Interrelates ideas and information within and across subject matter areas</li> <li>• Develops student understanding through instructional strategies that are appropriate to the subject matter</li> <li>• Uses materials, resources and technologies to make subject matter accessible to all students</li> </ul>	<ul style="list-style-type: none"> <li>• Draws on and values students' backgrounds, interests and developmental learning needs</li> <li>• Establishes and articulates goals for student learning</li> <li>• Develops and sequences instructional activities and materials for student learning</li> <li>• Designs short-term and long-term plans to foster student learning</li> <li>• Modifies instructional plans to adjust for student needs</li> </ul>	<ul style="list-style-type: none"> <li>• Establishes and communicates learning goals for all students</li> <li>• Collects and uses multiple sources of information to assess student learning</li> <li>• Involves and guides all students in assessing their own learning</li> <li>• Uses the results of assessments to guide instruction</li> <li>• Communicates with students, families, and other audiences about student progress</li> </ul>	<ul style="list-style-type: none"> <li>• Reflects on teaching practice and planning professional development</li> <li>• Establishes professional goals and pursuing opportunities to grow professionally</li> <li>• Works with communities to improve professional practice</li> <li>• Works with families to improve professional practice</li> <li>• Works with colleagues to improve professional practice</li> <li>• Balances professional responsibilities and maintaining motivation</li> </ul>

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## Teacher Professional Growth Summary

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

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

Site: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Assignment: \_\_\_\_\_ Prob I: \_\_\_\_\_ Prob. II: \_\_\_\_\_ Prob. III: \_\_\_\_\_ Contract: \_\_\_\_\_

Prior to the yearly reflection meeting, the administrator completes the rubric checking the box for each standard. The administrator then shares the completed rubric with the teacher at the yearly meeting.

### #1 ENGAGING AND SUPPORTING ALL STUDENTS IN LEARNING

#	Standard	Emerging	Applying	Integrating	Innovating
1 a.	<b>Connects Students' prior knowledge, life experiences, and interests with learning goals.</b>	Asks questions that elicit students' prior knowledge, life experiences and interests. Some connections are made to the learning goals and objectives of the lesson.	Implements activities and elicits questions that help students make connections between what they already know and the learning goals and objectives.	Uses questions and activities to extend students' abilities to integrate what they know with the learning goals and objectives. Makes adjustments during lesson to ensure that all students meet the learning goals.	Creates a context for students to synthesize learning goals and objectives with what they know and develop their own complementary learning goals.
1 b.	<b>Uses a variety of instructional strategies and resources to respond to students' diverse needs.</b>	Varies instruction to increase student participation. Selects strategies, resources and visuals with some consideration of students' academic and linguistic needs.	Elicits student participation through a variety of instructional strategies intended to match students' academic and linguistic needs. Checks for student understanding.	Uses a repertoire of strategies and resources. Selects and differentiates learning to accommodate students' diverse learning styles.	Uses extensive repertoire of strategies to meet students' diverse academic and linguistic needs and ensure fullest participation and learning for all students.
1 c.	<b>Facilitates learning experiences that promote autonomy, interaction, and choice.</b>	Varies learning experiences to include work in large groups and small groups, with student choice within learning activities.	Provides learning experiences utilizing individual and group structures to develop autonomy and group participation skills. Students make choices about and within their work.	Uses a variety of learning experiences to assist students in developing independent working skills and group participation skills. Supports students in making appropriate choices for learning.	Integrates a variety of challenging learning experiences that develop students' independent learning, collaboration, and choice.
1 d.	<b>Engages students in problem solving, critical thinking and other activities that make subject matter meaningful.</b>	Asks critical thinking questions to relate facts and key concepts of subject matter. Some issues within the subject matter are identified by the teacher.	Engages students through activities and questioning strategies that develop skills in identification and understanding of key concepts and issues. Supports all students in problem posing and problem solving.	Engages students in analysis of key concepts and facts through activities and questions that consider multiple perspectives. Supports students to initiate problem posing, problem solving, and inquiry.	Facilitates regular opportunities for students to design and implement inquiries and problem solving to analyze content and draw conclusions, considering multiple perspectives within and across subject matter.
1 e.	<b>Promotes self-directed reflective learning for all students.</b>	Provides some opportunities for students to monitor their own work and to reflect on progress and process.	Supports students in developing skills needed to monitor their own learning. Students have opportunities to reflect on and discuss progress and process.	Structures learning activities that enable students to set goals and develop strategies for demonstrating, monitoring and reflecting on progress and process.	Facilitates students to initiate learning goals and set criteria for demonstrating and evaluating work. Students reflect on progress/process as a regular part of learning experiences.



## Teacher Professional Growth Summary

### #2 CREATING AND MAINTAINING AN EFFECTIVE ENVIRONMENT FOR STUDENT LEARNING

#	Standard	Emerging	Applying	Integrating	Innovating
2 a.	<b>Creates a physical environment that engages all students</b>	Arranges and manages room for easy movement and access to resources. Room displays represent current topics of study.	Designs movement patterns and access to resources to promote individual and group engagement. Room displays are used in learning activities.	Designs and manages room and resources to accommodate students' needs and involvement in learning. Displays are integral to learning activities.	Uses total physical environment as a resource to promote individual and group learning. Students are able to contribute to the changing design of the environment.
2 b.	<b>Establishes a climate that promotes fairness and respect</b>	Builds caring, friendly rapport with most students. Models equitable and respectful relationships. Has some strategies to respond to unfairness and disrespect.	Promotes caring and respectful interactions. Responds to incidents of unfairness and disrespect equitably. Encourages students to respect differences.	Maintains caring, respectful, and equitable relationships with students. Supports students in developing skills to respond to inequity and disrespect.	Fosters a safe, inclusive, and equitable learning community. Students participate in maintaining a climate of equity, caring, and respect and may initiate creative solutions to conflicts.
2 c.	<b>Promotes social development and group responsibility</b>	Uses some strategies and activities to develop students' individual responsibility and recognition of others' rights and needs. Students share in classroom responsibilities.	Promotes positive student interactions as members of large and small groups. Provides some opportunities for student leadership within the classroom.	Engages students in individual and group work that promotes responsibility to the classroom community. Supports students to take initiative in classroom leadership.	Facilitates an environment in which students take initiative socially and academically. Promotes and supports student leadership beyond the classroom.
2 d.	<b>Establishes and maintains standards for student behavior</b>	Establishes expectations and consequences for student behavior. Responds appropriately to disruptive behavior and promotes some positive behaviors.	Uses strategies that prevent or lessen disruptive behavior and reinforce expectations for behavior. Monitors behavior while teaching and during student work time.	Equitably reinforces expectations and consequences and supports students to monitor their own behavior and each other's in a respectful way.	Facilitates a positive environment in which students are guided to take a strong role in maintaining and monitoring behavior.
2 e.	<b>Plans and implements classroom procedures and routines that support student learning</b>	Develops and guides students to learn routines and procedures for most activities.	Identifies, supports, and monitors students in following routines and procedures that are appropriate and efficient for the learning activities.	Uses strategies to assist students in developing and maintaining equitable routines and procedures.	Assists all students in developing and internalizing equitable routines and procedures. Students show ownership of routines and procedures.
2 f.	<b>Uses instructional time effectively</b>	Provides time for students to complete learning activities. Develops some routines for classroom business and most transitions are timely. Uses strategies to pace and adjust instruction to ensure continual engagement.	Provides adequate time for presentation and for completion of learning activities. Paces instruction and classroom business to maintain engagement. Uses transitions to support engagement of all students.	Paces instruction to include ongoing review and closure of lessons to connect them to future lessons. Classroom business and transitions are efficient and integrated into learning activities.	Presents, adjusts, and facilitates instruction and daily activities so all students have time for learning, are continually engaged, and have opportunities for reflection and assessment. Supports students to self-monitor time on task.



## Teacher Professional Growth Summary

### # 3 UNDERSTANDING AND ORGANIZING SUBJECT MATTER FOR STUDENT LEARNING

#	Standard	Emerging	Applying	Integrating	Innovating
3 a .	<b>Demonstrates knowledge of subject matter content and student development</b>	Uses knowledge of subject matter to identify key concepts and associated skills.	Communicates key concepts, skills, and themes in an accurate, clear, and coherent manner. Builds on instruction with students' cognitive and linguistic abilities in mind.	Uses expanded knowledge of subject matter to support student understanding of key concepts, themes, multiple perspectives, and relationships in subject area(s). Activities are suitable for students' cognitive development.	Flexibly uses comprehensive knowledge of subject matter and student development to ensure that all students understand key concepts, themes, multiple perspectives, and relationships in and among subject area(s).
3 b .	<b>Organizes curriculum to support student understanding of subject matter</b>	Uses knowledge of subject matter to promote students' understanding of key concepts, skills, and standards taught. May connect key concepts to standards and frameworks.	Identifies key concepts, skills and units/themes to facilitate student understanding and reflect standards and frameworks.	Organizes and sequences subject matter clearly to coordinate core curriculum and content standards within and across subject matter as appropriate.	Designs and adapts subject matter to demonstrate a consistent in-depth student understanding of content and relationships among various concepts and themes. Content standards are fully integrated in the core curriculum.
3 c .	<b>Interrelates ideas and information within and across subject matter areas</b>	Identifies key concepts and skills in core curriculum and standards and connects lessons to previous learning.	Connects key concepts, skills, and themes within subject matter to the standards. Builds on prior lessons and students' backgrounds.	Integrates key concepts, skills, and underlying themes within and across curriculum to support standards. Capitalizes on opportunities to make connections while teaching.	Connects key concepts and underlying themes within and across the curriculum to extend in-depth learning for all students. Supports students' application of cross-curricular learning.
3 d .	<b>Develops student understanding through instructional strategies that are appropriate to the subject matter</b>	Matches one or more appropriate strategies to subject matter to effectively communicate concepts.	Matches strategies appropriate to subject matter to encourage student understanding and critical thinking. Strategies utilize students' interests and backgrounds.	Develops and uses multiple strategies that challenge all students. Assists students to individually construct their own knowledge and think critically.	Uses a repertoire of instructional strategies that are appropriate to subject matter. Utilizes strategies that challenge and support all students to independently apply and think critically about the subject matter.
3 e .	<b>Uses materials, resources, and technologies to make subject matter accessible to students</b>	Uses instructional materials, resources, and technologies to present concepts and skills. Some materials and resources reflect students' diversity. Develops some systems to provide equitable access to resources.	Selects and utilizes appropriate relevant instructional materials, resources, and technologies to present concepts and skills. Materials reflect linguistic diversity of students. Resources are made available to all students.	Selects, adapts, and creates a range of relevant materials, resources, and technologies to enrich learning, to reflect linguistic and cultural diversity of students, and to provide for equal access.	Analyzes, adapts, and creates a wide range of relevant instructional materials, resources, and technologies to extend students' understanding and provide equal access. Materials reflect diversity beyond the classroom.



## Teacher Professional Growth Summary

### #4 PLANNING INSTRUCTION AND DESIGNING LEARNING EXPERIENCES FOR ALL STUDENTS

#	Standard	Emerging	Applying	Integrating	Innovating
4 a .	<b>Draws on and values students' backgrounds, interests, and developmental learning needs</b>	Develops and gathers materials to supplement available resources. Most lessons acknowledge students' prior knowledge, interests, and learning needs.	Develops lessons that incorporate students' prior knowledge, interests, instructional and linguistic learning needs.	Uses a wide range of materials to access and build upon students' prior knowledge, interests, instructional and linguistic needs, to extend student understanding.	Designs instruction to build on students' prior knowledge, instructional needs, linguistic needs, and diversity to challenge all students.
4 b .	<b>Establishes and articulates goals for student learning</b>	Communicates expectations for student learning in most lessons.	Articulates and links goals to instructional activities. Maintains high expectations when setting goals for students.	Ensures that students understand short-and long-term goals. Goals reflect high expectations and challenge students at their level.	Articulates short and long-term goals with high expectations for learning. Designs activities so that students have opportunities to participate in setting, revising, and achieving personal goals.
4 c .	<b>Develops and sequences instructional activities and materials for student learning</b>	Develops and gathers materials to supplement available resources. Most lessons acknowledge students' prior knowledge, interests, and learning needs.	Develops lessons that incorporate students' prior knowledge, interests, instructional and linguistic learning needs.	Uses a wide range of materials to access and build upon students' prior knowledge, interests, instructional and linguistic needs, to extend student understanding.	Designs instruction to build on students' prior knowledge, instructional needs, linguistic needs, and diversity to challenge all students.
4 d .	<b>Designs short-term and long-term plans to foster student learning</b>	Plans for daily and weekly lessons with attention to unit/short-term goals and student content standards.	Develops short- and long-term plans that organize and link goals with learning activities and student content standards.	Designs and sequences short and long-term plans appropriate to the content. Plans integrate goals, student content standards, and learning activities.	Designs short and long-term plans that are comprehensive and cohesive across the content.
4 e .	<b>Modifies instructional plans to adjust for student needs</b>	Adjusts lessons based on informal assessment of student understanding and performance from previous lesson, having taken note of student confusions.	Adjusts plans in advance to accommodate levels of ability and interests of most students. Makes modifications during lessons to address confusions and individual student performance.	Uses assessments to inform modifications of lessons in advance. Throughout the learning activity, assessments of student understanding are used to influence changes in instruction.	Uses a wide range of assessments to inform modifications of lessons in advance. Makes appropriate modifications for students during lessons and supports students in monitoring and communicating their own understanding.



## Teacher Professional Growth Summary

### # 5 ASSESSING STUDENT LEARNING

#	Standard	Applying	Emerging	Integrating	Innovating
5 a.	<b>Establishes and communicates learning goals for all students.</b>	Identifies learning goals for lessons utilizing student content standards. Goals are communicated to students without revision.	Articulates goals based on student content standards. Clearly communicates learning goals to students and families.	Establishes clear and appropriate goals based on student content standards, with consideration of students' learning needs. Involves students and families in developing individual goals to support learning.	Integrates learning goals into all learning activities. Establishes, reviews, and revises learning goals with students and families on an ongoing basis.
5 b.	<b>Collects and uses multiple sources of information to assess student learning</b>	Uses several assessments to monitor student progress.	Develops strategies to use assessment tools for monitoring student progress and informing instruction.	Uses a variety of assessment tools. Collects, selects, and reflects upon evidence to guide short and long-term plans and support student learning.	Embeds a wide range of ongoing assessments in instructional activities to provide consistent guidance for planning and instruction.
5 c.	<b>Involves and guides all students in assessing their own learning</b>	Provides students with feedback on work in progress, as well as completed tasks. Some student involvement in correcting work.	Presents guidelines for assessment to students. Assists students in reflecting on and assessing their own work.	Integrates student self-assessment and reflection into the learning activities. Students engage in some peer assessment of work against criteria.	Engages all students in self- and peer assessment and in monitoring their progress and goals over time.
5 d.	<b>Involves and guides all students in assessing their own learning.</b>	Uses information from some assessments to plan learning activities. Checks for understanding with a few students while teaching and addresses confusions.	Uses formal and informal assessments to plan lessons. Regularly checks for understanding from a wide variety of students to identify student needs and modify instruction.	Includes assessments as a regular part of instruction to plan and revise lessons. Identifies student understanding during the lesson using a variety of methods and adjusts teaching to meet student needs.	Uses a wide range of assessments to guide planning and make adjustments to teaching. Embeds broad-based checking for understanding in instruction and is able to modify and redesign lessons as needed.
5 e.	<b>Communicates with students, families, and other audiences about student progress</b>	Provides students with information about their current progress as they engage in learning activities. Families and support personnel are contacted as needed.	Provides students with information about their current progress and how to improve their work. Establishes regular communication with families and support personnel.	Engages students, families, and support personnel in regular discussions regarding student progress and improvement plans. Ongoing information is provided from a variety of sources for students, families, and support personnel.	Involves students, families, and support personnel as partners in the assessment process. Provides comprehensive information about students' progress and improvement plans to students, families, and support personnel.



## Teacher Professional Growth Summary

### #6 DEVELOPING AS A PROFESSIONAL EDUCATOR

#	Standard	Emerging	Applying	Integrating	Innovating
6 a.	<b>Reflects on teaching practice and planning professional development</b>	Reflects on instructional successes and dilemmas. Plans professional development to add to instructional strategies and knowledge of student learning.	Reflects on the relationship of teaching practice and student learning. Plans professional development based on reflections.	Analyzes and reflects on teaching and learning based on evidence gathered regularly. Plans professional development based on reflections and other resources.	Integrates analysis and reflection into daily practice based on a wide variety of evidence in relationship to professional growth and student learning. Plans draw on a wide variety of resources to expand knowledge.
6 b.	<b>Establishes professional goals and pursuing opportunities to grow professionally</b>	Sets goals considering self-assessment and other feedback. Expands knowledge and skills through available professional development opportunities (e.g., workshops, classes, seminars, etc.).	Sets short-term professional goals based on self-assessment of effectiveness, student learning, and feedback. Seeks out opportunities to realize professional goals.	Sets and modifies short and long-term goals considering self assessment and feedback from a variety of sources. Actively engages in and contributes to professional development.	Contributes to professional organizations, literature and development opportunities to extend own teaching practice and that of colleagues. Leads professional development.
6 c.	<b>Works with communities to improve professional practice</b>	Increases understanding of the roles of the community in students' lives. May attend selected community events. Uses some district resources and community resources available through the school.	Identifies and uses appropriate district resources in support of families and student learning. Expands knowledge of, and connections with, the full range of community resources.	Uses knowledge of and strengthens connections with local communities' cultures, services, and resources to support student learning.	Promotes school and community collaborations across multiple groups. Provides students with a full range of community experiences that benefit students and/or families.
6 d.	<b>Works with families to improve professional practice</b>	Shares student progress and classroom activities. Invites families to contribute in the classroom. Values family backgrounds and their role in student learning.	Regularly communicates student progress in appropriate ways, taking into account the diversity of families. Encourages families to contribute to the classroom and school.	Maintains regular and responsive communication with all families. Provides opportunities for families to actively participate in the classroom and school.	Engages families in a variety of responsive, ongoing, two-way communications in support of student success. Structures a wide range of opportunities for families to contribute to the classroom and school community.
6 e.	<b>Works with colleagues to improve professional practice</b>	Expands positive working relationships with colleagues and support staff. Collaborates with colleagues to plan curriculum, coordinate resources, and solve problems.	Works constructively with colleagues and support staff to improve student learning and reflect on practice.	Engages staff in dialogue and reflection to support student learning and teacher growth in responsive and appropriate ways.	Provides opportunities to collaborate with staff to support learning for all students. Provides leadership for and contributes to the learning of other educators.
6 f.	<b>Balances professional responsibilities and maintaining motivation</b>	Maintains positive attitude, demonstrates understanding of professional responsibilities, and seeks support to balance professional responsibilities with personal needs.	Maintains a positive attitude through the year, demonstrates professional integrity, and balances professional responsibility with personal needs.	Maintains motivation and commitment to all students, demonstrates professional integrity, and challenges self intellectually and creatively.	Maintains motivation and commitment to all students and the professional community, demonstrates and models professional integrity, and challenges self intellectually and creatively throughout career.



## Teacher Professional Growth Summary

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

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

Assignment: \_\_\_\_\_

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

Administrator's Comments:

Attach Teacher's response, if desired, as provided by law:

Administrator's recommendations:

- ☐ Continuation of Employment
- ☐ Plan of Assistance for Improvement
- ☐ Termination of Employment
- ☐ Other: Hired as temporary for this year only

This is to certify we have read and discussed the above report:

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Date

\_\_\_\_\_  
Administrator

\_\_\_\_\_  
Date

copy to Dept. of HR.

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