

# Licensed Educator Professional Growth Handbook



Northwest Regional Education Service District

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## **INTRODUCTION**

In accordance with Oregon Senate Bill 290, NWRESD Licensed evaluation focuses on skills that align with Oregon adopted Model Core Teaching Standards which are based on the Interstate Assessment Support Consortium (InTASC) standards.

This handbook is the culmination of work initiated by the NWRESD Licensed Evaluation Design Team, made up of NWRESD administrators and licensed NWEA/OEA personnel:

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*“An effective system of teacher evaluation accomplishes two things: it ensures quality teaching and it promotes professional learning. The quality of teaching is the single most important determinant of student learning; a school district’s system of teacher evaluation is the method by which it ensures that teaching is of high quality. Therefore, the system developed for teacher evaluation must have certain characteristics: it must be rigorous, valid, reliable, and defensible, and must be grounded in a research-based and accepted definition of good teaching.”*

*(Charlotte Danielson, 2006)*

## **PURPOSE and PHILOSOPHY**

Improvement of instruction is the basis of educator evaluation. The evaluation process is intended to promote the professional growth and to provide feedback and guidance to improve professional practice, resulting in student achievement and growth. Evaluation should be a process that is cooperative and continuous, using an approach that is systematic and objective. The supervisor and the educator have different roles, but share responsibility for continued professional growth.

The evaluation procedures will recognize levels of performance and encourage improvement in specific, identifiable areas of job performance through systematic assessment. With a focus on professional growth, the NWRESD educator evaluation system will promote the following:

- Excellence in teaching and learning;
- Educator reflection on instructional practices;
- Collaboration with colleagues;
- Student academic growth;
- Quality professional development;
- Open communication about professional practices;
- Recognition of strengths;
- Support toward professional growth.

The primary role of an educator is to provide effective instruction and ensure support of student growth, whereas the role of the administrator is to supervise this instruction and provide support to the educator. The role of this evaluation tool is to support both the educator and administrator in effectively implementing instruction.

The evaluation process for contract educators is a two-year cycle that includes setting two student learning and growth goals annually and a series of observations (informal and formal). At the end of the second year, the teacher will be evaluated using the Summative Evaluation Rubric (see Appendix A). This rubric consists of five domains: Planning and Preparation, Classroom Environment, Instruction/Delivery of Service, Professional Responsibilities, and Student Learning and Growth. It is therefore recommended that teachers become familiar with the Summative Evaluation Rubric in order to identify possible areas of growth. These areas may also correspond to your two student learning and growth goals.

## LICENSED EVALUATION OVERVIEW UNDER SB 290

The NWRESD Licensed Educator Professional Growth process was developed based on The **Oregon Framework for Teacher and Administrator Evaluation and Support Systems**, which incorporates state legislation, Senate Bill 290, rules adopted by the State Board (December, 2011/June, 2012) and the federal waiver requirements.

The **five required elements** outlined below establish the parameters for all local evaluation and support systems. Districts must align their systems to these elements but have flexibility in their local design and implementation.

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

NWRESD uses the following domains developed by Charlotte Danielson as a structure for evaluation that encompasses effective instruction and delivery of service:

- 1) Planning and Preparation
- 2) Learning Environment
- 3) Instruction/Delivery of Service
- 4) Professional Responsibilities
- 5) Student Learning and Growth

Each of the domains can be further broken down into additional research-based performance standards that define best practice in the teaching profession.

### **Domain 1 – Planning and Preparation**

- 1a. Demonstrating knowledge of content and pedagogy
- 1b. Demonstrating knowledge of learners
- 1c. Setting instructional outcomes and/or IFSP/IEP goals
- 1d. Demonstrating knowledge of resources
- 1e. Designing coherent instruction
- 1f. Assessing student learning

### **Domain 2 – The Learning Environment**

- 2a. Creating an environment of respect and rapport
- 2b. Establishing a culture for learning
- 2c. Managing classroom procedures
- 2d. Managing child and adolescent behavior
- 2e. Organizing physical space

### **Domain 3 – Instruction/Delivery of Service**

- 3a. Communicating clearly and accurately
- 3b. Using questioning and discussion techniques
- 3c. Engaging students in learning
- 3d. Demonstrating flexibility and responsiveness

#### **Domain 4 – Professional Responsibilities**

- 4a. Reflecting on teaching
- 4b. Communicating with families and staff
- 4c. Participating in a professional community
- 4d. Growing and developing professionally
- 4e. Showing professionalism
- 4f. Special Education responsibilities

#### **Domain 5 – Student Learning and Growth**

- 5a. Student growth
- 5b. Rigor of goal
- 5c. Progress monitoring

Though not every performance standard applies to every licensed position, all licensed positions are encompassed by the 5 Domains.

2. **Differentiated (4) Performance Levels.** Educator performance on the standards of professional practice are measured on four performance levels, "Exceeds Standard", "Proficient Relative to Standard", "Developing Relative to Standard", "Does Not Meet Standard".
3. **Multiple Measures.** Multiple sources of data are used to measure educator performance on the standards of professional practice. Evaluators look at evidence from three categories: professional practice, professional responsibilities, and student learning and growth.

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

For licensed educators, *student learning and growth* goals are developed through a goal-setting process aligned to state standards and uses assessments to measure student progress for these goals. The resource section at the end of this handbook has additional information on goal-setting.

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

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

## Types of Measures for Student Learning and Growth for Educator Evaluations

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

4. **Evaluation and Professional Growth Cycle.** Educators are evaluated on a regular cycle of continuous improvement that includes self-reflection, goal setting, observations, formative assessment, and summative evaluation.
5. **Aligned Professional Learning.** Relevant professional learning opportunities to improve professional practice and impact on student learning are aligned to the educator’s evaluation and his/her need for professional growth. By law, teacher evaluations must include multiple measures from all three categories of evidence:
  1. **Professional Practice** – Evidence of the quality of educators’ planning and delivery of instruction as well as assessment of student learning
  2. **Professional Responsibilities** – Educators’ progress toward their own goals and contribution to school-wide or program-wide goals (e.g. Portfolios, goal setting, meeting minutes, etc.)
  3. **Student Learning and Growth** – Evidence of educators’ contribution to student learning and growth

## **THE EVALUATION CYCLE**

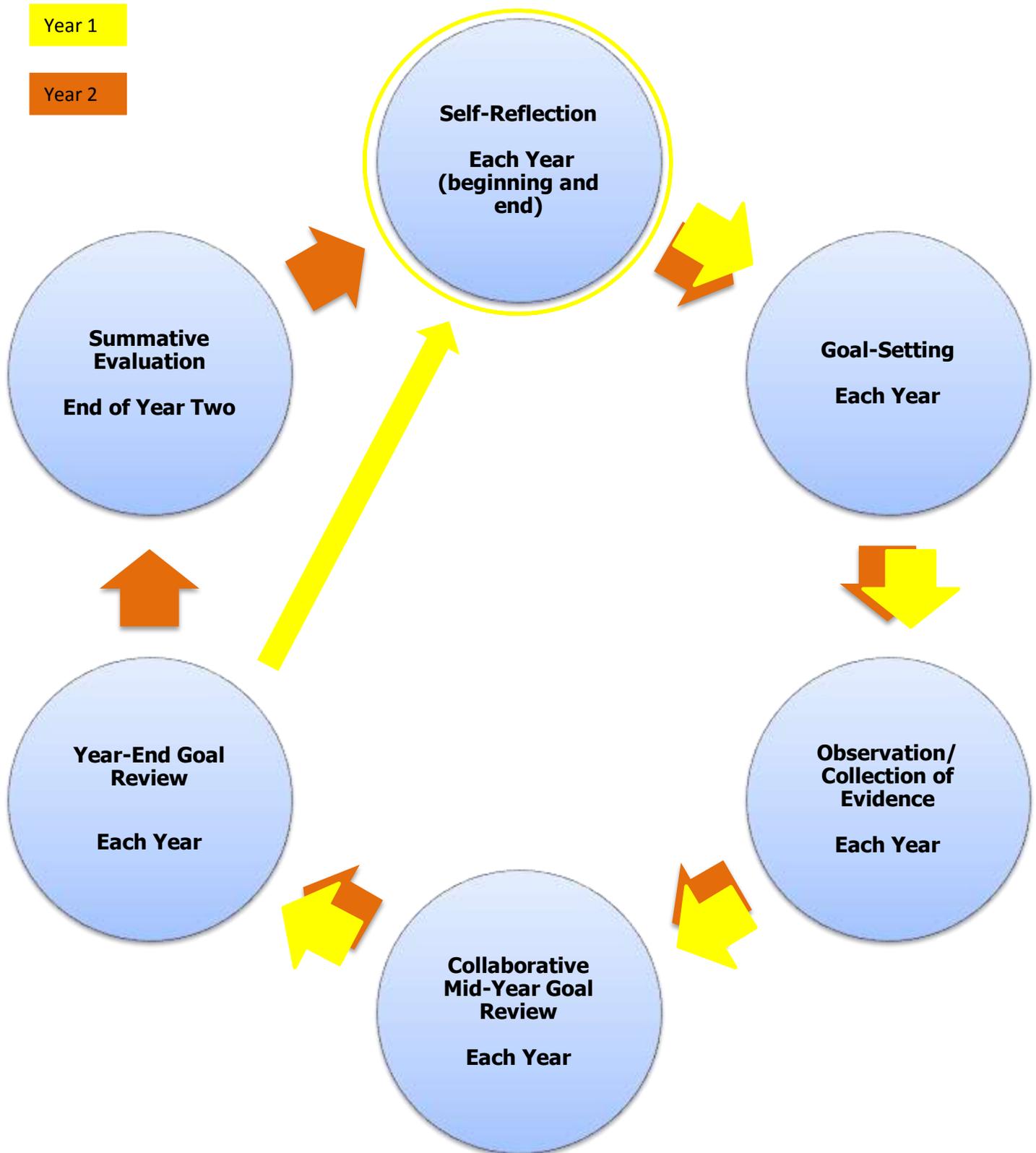
The evaluation cycle for **Contract Educators** will be a **two-year cycle**

The evaluation cycle for **Probationary Educators** will be a **one-year cycle**

### **Components of the Two-Year Evaluation Cycle for Contract Educators**

- Throughout both years, educators will develop student learning and growth goals aligned with professional development and a process to evaluate success on the goals.
- During both years of the two-year cycle, teachers will present supporting artifacts and evidence in conjunction with their informal and formal observations, to enhance their demonstration of meeting their student achievement goal(s) and performance standards.
- To help teachers succeed in this process, a list of “evidence and artifacts” is provided for consideration with each performance standard.
- This tool is designed to foster a growth process with high expectations.
- Achieving “Proficient Relative to Standard” on any given component within the Summative Evaluation Rubric is rigorous, commendable and expected, while the “Exceeds Standard” category is meant to help all teachers stretch to a truly distinguished degree.
- This tool is also designed to help foster innovation in professional practice, encouraging educators to expand their repertoire of instructional strategies.
- Although student performance is a part of the evaluation process, student data is meant to inform and guide educators in improving their professional practice year-to-year. All educators will develop relevant and rigorous student learning and growth goals annually, followed by a method of measuring these goals with fidelity.

## Two-Year Evaluation Cycle



## TIMELINE for CONTRACT EDUCATOR – YEAR ONE

Completed By	Educator's Responsibilities	Required Forms - Educator
October 15	Goal Setting Meeting	Self-Reflection Form Annual Goal Form (2)
October – February	<p>Formal and Informal Observations may occur in first <b>and</b> 2<sup>nd</sup> year of cycle for a total in the two-year cycle of:</p> <p>2 Formal Observations</p> <p>2 Informal Observations</p> <ul style="list-style-type: none"> <li><i>An evaluation of evidence/artifacts presented by educator to evaluator may be considered an "informal observation", if written feedback is provided by the evaluator</i></li> </ul>	<p>For Formal Observations:</p> <p>Pre-Observation Form</p> <p>Post-Observation Reflection</p> <p><i>Supervisor-required forms:</i></p> <ul style="list-style-type: none"> <li><i>Formal Post-Observation Summary</i></li> <li><i>Informal Observation Summary</i></li> </ul>
February 15	Mid-Year Progress Meeting; Revisions to goals/strategies as necessary	Collaborative Mid-Year Goal Review (2)
June 10	Year-End Review	Data Summary and Year-End Goal Review (2) Self-Reflection Form

## TIMELINE for CONTRACT EDUCATOR – YEAR TWO

Completed By	Educator's Responsibilities	Required Forms
October 15	<p>Goal Setting Meeting</p> <ul style="list-style-type: none"> <li><i>This may be continued revisions to the educator's previous years' goal(s)</i></li> </ul>	<p>Self-Reflection Form</p> <p>Annual Goal Form (2)</p>
October – February	<p>Formal and Informal Observations continue in 2<sup>nd</sup> year of cycle for a total in the two year cycle of:</p> <p>2 Formal Observations</p> <p>2 Informal Observations</p> <ul style="list-style-type: none"> <li><i>An evaluation of evidence/artifacts presented by educator to evaluator may be considered an "informal observation", if written feedback is provided by the evaluator</i></li> </ul>	<p>For Formal Observations:</p> <p>Pre-Observation Form</p> <p>Post-Observation Reflection</p> <p><i>Supervisor-required forms:</i></p> <ul style="list-style-type: none"> <li><i>Formal Post-Observation Summary</i></li> <li><i>Informal Observation Summary</i></li> </ul>
February 15	<p>Mid-Year Progress Meeting; Revisions to goals/strategies as necessary</p>	<p>Collaborative Mid-Year Goal Review (2)</p>
June 10	<p>Year-End Meeting</p>	<p>Data Summary and Year-End Goal Review (2)</p> <p>Self-Reflection Form</p> <p><i>Supervisor-required form:</i></p> <ul style="list-style-type: none"> <li><i>Summative Evaluation</i></li> </ul>

## TIMELINE for PROBATIONARY EDUCATOR

Completed By	Educator's Responsibilities	Required Forms
October 15	Goal Setting Meeting	Self-Reflection Form Annual Goal Form (2)
October – February	2 Formal Observations 2 Informal Observations <ul style="list-style-type: none"> <li>• <i>An evaluation of evidence/artifacts presented by educator to evaluator may be considered an "informal observation", if written feedback is provided by the evaluator</i></li> </ul>	For Formal Observations: Pre-Observation Form Post-Observation Reflection  <i>Supervisor-required forms:</i> <ul style="list-style-type: none"> <li>• <i>Formal Post-Observation Summary</i></li> <li>• <i>Informal Observation Summary</i></li> </ul>
February 15*	Mid-Year Progress Meeting; Revisions to goals/strategies as necessary	Collaborative Mid-Year Goal Review (2)
February 28*  <i>*These two topics may be combined into one meeting by February 28</i>	Summative Evaluation Meeting	<i>Supervisor-required form:</i> <ul style="list-style-type: none"> <li>• <i>Summative Evaluation</i></li> </ul>
June 10	Year-End meeting	Data Summary and Year-End Goal Review (2)  Self-Reflection Form

## **SELF ASSESSMENT and REFLECTION PROCESS**

Research has clearly demonstrated that self-reflection on practice improves the skills of professionals. Reflection that is both systematic and analytic is highly productive. In the early days of the 20<sup>th</sup> century, John Dewey stated:

*"We learn not from our experience, but from our thinking about that experience. It is the thinking that matters."*

Based on the Oregon-adopted Standards of Professional Practice, the most appropriate first step of an effective educator evaluation system is self-reflection. In preparation for goal-setting, individuals reflect on and assess their practice and analyze their professional learning, along with the growth of their students.

As a result of our understanding of the critical role systematic self-assessment plays in professional growth, NWRESD has incorporated self-assessment as an important first step in our annual licensed staff evaluation and professional growth process.

### **STEP 1: BEGINNING-YEAR SELF-ASSESSMENT**

The NWRESD Licensed Staff Self-Assessment process will be:

- Completed by all staff annually in the fall
- Shared with the supervisor
- Used for the purpose of goal setting and designing a professional development growth plan

### **STEP 2: ONGOING SELF-ANALYSIS OF PERFORMANCE AND GROWTH**

Self-analysis and reflection is an ongoing process and may include:

- Engaging in professional growth opportunities
- Reviewing the progress of students on your caseload
- Peer coaching and feedback
- Videotaping

### **STEP 3: MID-YEAR REVIEW OF PERFORMANCE AND GROWTH**

- Meet with supervisor to discuss and review progress toward accomplishing your goals

### **STEP 4: YEAR-END SELF-REFLECTION AND GOAL REVIEW**

- Complete the Self-Reflection form
- Share with supervisor prior to the end of year Professional Growth meeting/conference.

## Self-Assessment Guiding Questions by Domain

Please review the questions below as you begin to self-assess and select professional goals for this school year. These questions are for guiding your thinking about your goals. You may also think of other questions that are more relevant or useful to you. Please select at least one question from each domain and write a brief response to share with your supervisor during goal setting. These questions may also be helpful to you as you complete the Self-Assessment Rubric.

### *Domain 1: Planning and Preparation*

1. In which areas of your specialty content do you feel most confident? In what areas would you like to improve your knowledge?
2. What resources are available to you and, if applicable, to your classroom? What resources would you like to access that you haven't in the past?
3. What effective techniques and strategies do you use when teaching (evaluating, observing, etc.) your students? What additional techniques would you like to explore this year?
4. Do you currently intentionally plan/prepare for your sessions with students and teachers?
5. Is your schedule effective and communicated to staff? Are you timely in attending meetings, sessions, IEP/IFSPs, and completing paperwork?
6. Do your services help staff plan and implement IEP/IFSP goals and services?
7. Do your services help students better access their IEP/IFSP services and achieve their goals?
8. Do you collect data to measure the impact of your work with students?

### *Domain 2: The Learning Environment*

1. Do you create an environment of trust with the staff and students you serve?
2. How do you go about establishing a relationship with students you are evaluating or providing direct instruction to?
3. Do you create a culture of inquiry that will result in teachers and students asking questions and initiating help from you?
4. How do you contribute to a positive environment in the classrooms/schools where you consult (evaluate, teach, etc.)?
5. Do you establish clear norms with regard to the behavior expected from your students?
6. Do you physically manage your workspace or the workspace of others?
7. What skills do you bring to a relationship with:
  - A student in your classroom
  - A student for whom you are providing direct instruction within a community preschool
  - A student you are evaluating for services
  - A student with special needs in someone else's classroom

### *Domain 3: Instruction/Delivery of Service*

1. How do you determine what is effective instruction/intervention as you move from student to student or class to class? Is this something you would like to improve?
2. How do you structure your lessons, assessments, meetings with parents and others? How could these be structured more efficiently and effectively?
3. Do you collaborate with staff/students in designing instruction/lessons/assessments? What works? What would you improve?
4. What kind of feedback do you provide students, parents, and colleagues with whom you collaborate? When do you provide feedback? Could this be improved?
5. How do you share your expertise with teachers/students? Do you provide follow-up and allow feedback?
6. What methods do you use to communicate with students, parents, fellow specialists, and professionals with whom you collaborate?

7. Are you flexible and responsive to teacher/student needs?
8. Do you locate resources as needed for staff/students?
9. Are you engaged in acquiring new skills for yourself? The staff you support?

*Domain 4: Professional Responsibilities*

1. How do you currently measure/assess how well you are doing your job? Do you reflect on your professional practice? How? (Individually, with peers, co-workers, administration) How often?
2. What organizational systems do you have in place? What needs fine-tuning? Is there something you would like to add or change?
3. How can you contribute positively to your program this year?
4. Is there an area of professional responsibility you would like to improve?
5. In what ways do you advocate for the students you serve?
6. What goals have you created for yourself? What progress was made on these goals? What would you do differently?
7. Do you maintain licensure and acquire CEUs as needed?
8. Do you participate in professional development? How has it impacted your teaching or the services you provide to students, staff, and the community?

*Domain 5: Special Education Responsibilities*

\*\*See "Student Learning and Growth Goal Setting Template"

*A few general questions for discussion:*

1. What are your career goals?
2. What do you believe are your strongest areas of job performance?
3. What areas do you want to improve?
4. What domain/elements do you want to improve in?
5. What can I, as your supervisor, do to improve the work environment?
6. Tell me what you like best about your work here.
7. Tell me what you like least.
8. Do you feel the organization clearly communicates its mission and goals to you?

## **GOAL SETTING FOR STUDENT LEARNING and GROWTH**

The foundation of this new evaluation system rests in a deliberate goal setting process, focused on student learning and growth, professional growth, and professional responsibilities. These goals, written or revised annually, should be an outgrowth of the educator's self-assessment, focused on the Student Learning and Growth target goal, and as a result of discussions between the educator and supervisor. Rigorous measurable goals provide a clear path for educator and students to succeed. Setting student learning goals helps ensure that lesson design, instruction, and assessment result in learning for all students.

Student learning and growth goals and measures align with the standards the educator is expected to teach and students are expected to learn. The goal should reflect students' progress toward proficiency or mastery of academic standards, cognitive skills, academic behaviors, and transitional skills. All measures must be aligned to standards and be valid and developmentally appropriate for the curriculum and the students being taught.

### **GOAL SETTING PROCESS**

All NWRESD educators are expected to establish two Student Learning and Growth Goals annually, focused on student outcomes, using the following process:

#### **1) Self-Reflection**

- a) Consider professional strengths/weaknesses using self-assessment tool.
- b) Identify areas for professional improvement.

#### **2) Identify Instructional Content area to be addressed**

- a) Identify subject/grade/level to be addressed in student learning and growth goals.
- b) Consider previous year's professional practices and student learning and growth (where appropriate).
- c) Consider current students' target outcomes.
- d) Consider the context of the class/caseload – the characteristics or special learning circumstances of student population served.

#### **3) Develop Student Learning and Growth Goal, including Professional Growth & Responsibilities**

- a) In the identified content area(s), establish at least two student learning goals and identify strategies and measures that will be used to determine goal attainment.
- b) Educators review baseline data in content area and create goals that measure the learning of all students or a group of students. Goals span a school year or complete course of study.
- c) Educators collaborate with supervisor/evaluator to establish student learning goals. In addition, educators may collaborate to establish student learning goals for their grade levels, departments, or curricular teams.
- d) During the collaborative planning process, the Educator and supervisor ensure that quality goal-setting occurs through a discussion of the rigor and rationale of each goal, appropriate research-based strategies, quality of evidence and standards addressed.

- e) The SMART goal process is used in the development of student growth goals (**SMART** = **S**pecific and **S**trategic; **M**easureable; **A**ction oriented; **R**igorous, **R**ealistic, and **R**esults-focused; **T**imed and **T**racked).
- f) Specify what evidence will be provided to document progress on each goal.

**4) Choose an appropriate measure**

- a) Educators will identify tools that measure the learning of all students or a group of students.
- b) Educators who are responsible for student learning in tested subjects and grades (English Language Arts and Mathematics in grades 3-8 and 11) **must use state assessments as ONE measure** (Category 1 below) and one or more additional measures from category 2 or 3 that also provide additional evidence of students' growth and proficiency/mastery of the standards.
- c) Educators in non-tested (state test) subjects and grades will use assessment measures that are valid representations of student learning standards from Category 2 and Category 3 below, based on what is most appropriate for the curriculum and students they teach.

**Types of Measures for Student Learning and Growth**

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

**5) Identify the activities and resources needed to achieve your goals**

Activities may include but are not limited to the following:

- a) Observing colleagues (within and beyond your program).
- b) Videotaping and reflecting on the instructional activity.
- c) Keeping a journal of actions and reflections related to the goal.
- d) Designing action research - Evidence of completed research will be presented to the administrator.
- e) Reading books, articles, and other professional literature to inform practice.
- f) Attending seminars, conferences, or other professional development sessions and participation in various workshops and institutes that support the professional growth plan.
- g) In-district professional development and training.
- h) Enrolling in courses:

- i) Graduate credit courses
  - ii) Undergraduate credit courses
  - iii) Adult education courses
  - iv) Audited courses
- 6) **Work through your plan**, collecting data from multiple measures as identified on the growth plan. As you become aware of additional resources and/or activities, adjust and revise your plan and strategies to include these.
- 7) **Complete Mid-Year goal review**
- a) Discuss progress on goals to-date with supervisor at mid-year conference.
  - b) Continue implementing plan as revised.
  - c) Goals remain the same throughout the year, but strategies for attaining goals may be revised.
- 8) **Complete Year-End Self-Reflection Form** prior to Year-End conference with administrator
- 9) **Complete Year-End Goal Review**
- a) At a year-end conference, educators, along with their supervisor/evaluator, discuss progress on each goal and determine implications for future professional growth planning.
  - b) Provide evidence collected throughout the year to administrator at this meeting for review
  - c) When a plan is not completed or an activity is not successful, professional growth may still occur. Ultimately, the purpose of a Professional Growth Plan is learning, not completing a plan.

## STUDENT GROWTH & PROFESSIONAL GOAL-SETTING Template

*(To be done in TalentEd Perform)*

<b>Educator</b>	
<b>Position/Assignment</b>	
<b>Administrator</b>	

This form is to be used to reflect on current practice, establish, monitor, and refine goals targeted toward improved student learning and growth. Goals established in year-one of the evaluation cycle may be continued during year-two after being reviewed and updated by the teacher and approved by the supervising administrator. Each goal should be written as a SMART goal:

- **Specific** – Does the goal specifically state the area targeted for improvement?
- **Measurable** – Does the goal specifically state how growth will be measured?
- **Achievable** – Is the goal realistic?
- **Relevant** – Is the goal relevant to your professional practice?
- **Timely** – Does the goal specifically state a timeline for when it will be achieved?

<b>Goal-Setting Conference</b>	<b>Content</b>	
	<ul style="list-style-type: none"> <li>• The goal is being written around which grade/subject/level?</li> </ul>	
	<b>Context</b>	
	<ul style="list-style-type: none"> <li>• What are the characteristics or special learning circumstances of my class(es) and/or students?</li> </ul>	
	<b>Baseline Data</b>	
	<ul style="list-style-type: none"> <li>• What are the learning needs of my students?</li> <li>• What data am I using to identify the needs?</li> <li>• Attach supporting data</li> </ul>	
<b>Student Growth Goal Statement</b>		
<ul style="list-style-type: none"> <li>• Does my goal meet the SMART criteria?</li> </ul>		
<b>Strategies for Improvement</b>		
<ul style="list-style-type: none"> <li>• How will I help students attain this goal?</li> <li>• Provide specific actions that will lead to goal attainment.</li> </ul>		
<b>Professional Growth Goal:</b>		
<ul style="list-style-type: none"> <li>• What professional development will help me accomplish my goal?</li> <li>• What do I need to learn to meet my goal?</li> <li>• What skills do I need to develop?</li> <li>• How might I team with colleagues in professional development to meet my goal?</li> </ul>		

	<b>Resources and Support:</b> <ul style="list-style-type: none"> <li>What resources and support do I need to meet my SMART Goal?</li> </ul>			
	Teacher Signature:	Date:	Administrator Signature:	Date:

Mid-Year Review	<b>Collaborative Mid-Year Goal Review</b> <ul style="list-style-type: none"> <li>What progress has been made?</li> <li>Include a reflection on professional and Student Learning &amp; Growth goals</li> <li>Attach supporting data</li> </ul>			
	<b>Strategy Modification</b> <ul style="list-style-type: none"> <li>What adjustments need to be made to my instructional methods and/or interventions?</li> </ul>			
	<b>Implications for Professional Growth</b> <ul style="list-style-type: none"> <li>Has my professional growth impacted student learning?</li> <li>Have my professional growth needs changed? If so, how?</li> </ul>			
	Teacher Signature:	Date:	Administrator Signature:	Date:

End of Year Conference (With Summative Evaluation where appropriate)	<b>End-of-Year Data</b> <ul style="list-style-type: none"> <li>What does the end of the year data show?</li> <li>Attach data</li> </ul>			
	<b>Reflection on Results</b> <ul style="list-style-type: none"> <li>Overall, what worked? What refinements should be made?</li> </ul>			
	<b>Professional Growth Plan Implications</b> <ul style="list-style-type: none"> <li>How can I use these results to support my professional growth?</li> </ul>			
	Teacher Signature:	Date:	Administrator Signature:	Date:

# THE OBSERVATION and EVIDENCE GATHERING PROCESS

Throughout the evaluation cycle, evidence will be collected through a number of different methods to inform the final evaluation. The following are some avenues for data collection that can be used in this process: general observations of professional conduct, informal and formal observation, and other artifacts of teaching presented by the educator.

## General Observations of Professional Conduct

Educators' conduct in the performance of their professional duties can be used as evidence to support evaluations.

These can include, but are not limited to:

- Staff Meetings
- Team/Department/PBIS Meetings
- Professional Development
- IFSP/IEP Meetings
- Attendance/Timeliness
- Parent Meetings

## I. Formal Observations

Probationary educators will be formally observed a minimum of two times (prior to March) per year. Contract educators will be formally observed a minimum of twice within the two-year evaluation cycle.

### Formal Observations include the following:

- A. Pre-observation meeting\*: The educator and administrator meet prior to the observation. The purpose is to arrive at a shared understanding of:
  1. What will be observed
  2. The domain(s) of focus and specific targeted skills
  3. Data that will be gathered by the administrator through the formal observation and any supporting evidence that the educator may wish to provide

\*This meeting may be held remotely or be conducted in advance by phone
- B. Observation: The educator will be observed for a minimum of thirty minutes.
- C. Reflection: After the observation, the educator will respond to questions about the lesson using the post observation reflection form.
- D. Formal Observation Summary: The administrator will provide written documentation of evidence observed and how it addresses the identified domain(s) and targeted skills. The educator has an opportunity to provide written feedback to the observation (either before or at the post-observation meeting). For a classroom educator or educator delivering direct instruction to students, the formal observation shall be no less than a cohesive portion of an instructional period or meeting.

- E. Post-observation meeting: As soon as practical after the observation (target is within 5 working days), the educator and administrator will meet to discuss the written formal observation summary, review evidence collected in all observed standards and progress towards the summative evaluation. From this evidence, areas of reinforcement and/or improvement could be established.

## **II. Informal Observations**

- A. Probationary educators will be informally observed a minimum of two times (prior to March) per year. Contract educators will be informally observed a minimum of twice within the two-year evaluation cycle.
- B. Informal observations may take place throughout the school year. The following are suggestions to the administrator for making the informal visits helpful and meaningful.
  - 1. Observe at different times of the day.
  - 2. Observation may be the supervisor dropping in, as well as by educator invitation.
  - 3. Exchange of feedback should occur as soon as is practical after the observation.
  - 4. Observation can occur during any phase of the educator's duties – in the classroom; while supervising students in the hallway or playground; in meetings with parents or staff; coaching; consulting, etc.
- C. The supervisor will provide written feedback regarding informal evaluations.

## **III. Other Artifacts of Teaching**

- A. Educators may choose to present a variety of evidence to supplement the observation (formal or informal) in order to provide a more complete demonstration of his/her practice. For instance, if something was not observed, the educator may present evidence that will aid the administrator in his/her evaluation.
- B. Data collection, including artifacts, should be gathered throughout the year and listed as evidence toward goal achievement on the summative evaluation.
- C. Possible Sources of Evidence to Support Multiple Measures Requirement
  - 1. Class Syllabus or unit plan that demonstrates differentiation of instruction and culturally relevant instruction
  - 2. Evidence of discussions with supervisor or colleagues and/or professional study of culturally relevant instructional practices (book study, workshop, research review)
  - 3. Notes from team meetings
  - 4. Evidence of clearly stated objectives
  - 5. Posted objectives observed during observation
  - 6. Unit outline
  - 7. Evidence of use of Standards (State, Common Core, CTE)
  - 8. Unit plans
  - 9. Rubrics
  - 10. Notes related to how IFSP, IEP, and 504 needs are addressed in regular education curriculum
  - 11. Modified assignments

12. Use of disaggregated data to inform instruction
13. Providing diverse perspectives through a variety of resources (e.g., discussion, readings, guests, online resources)
14. Lesson plans demonstrating: Questioning strategies, scaffolding
15. Text/vocabulary rich classroom environment (word walls, picture words)
16. Graphic organizers
17. Sentence frames
18. Language objectives
19. Classroom presentation materials
20. Student portfolios
21. Clearly posted and/or communicated instructional objectives which refer to standards
22. Photos and/or videos of lessons, projects
23. Examples of organization, equipment, or materials that complement instruction
24. Examples of positive behavior support systems evident in classroom.
25. Examples of relevant and engaging instructional materials
26. Teacher created student feedback survey (video, electronic survey, paper survey)
27. Classroom décor that is culturally inclusive
28. Team meeting notes
29. Examples of assessment activities
30. Analysis of assessment results
31. Examples of formative assessment practices
32. Examples of activities used to share assessment results with students
33. Evidence of participation in professional development activities
34. Examples of parent communication
35. Examples of self-assessment or reflection
36. Report samples
37. Professional development handouts
38. Staff or parent surveys

## **FURTHER INFORMATION ABOUT the PROCESS**

1. An Initial Professional Growth Plan meeting will be scheduled annually for all licensed educators, whether in a summative evaluation year or not. The initial goal setting may occur in more than one meeting and will include a review of the NWRESD Licensed Employee Professional Growth Handbook and discussion of:
  - a. Job description
  - b. Employee self-assessment
  - c. District performance standards and rubrics
  - d. Student Learning and Growth Goals and Professional Growth Goals
2. Summative evaluations will be based on:
  - a. Professional practice – Measures the quality of an educator’s planning, delivery of instruction/service, and assessment of student learning
  - b. Professional responsibilities – Evidence of progress toward professional goals and contribution to school, program, and district goals
  - c. Student Learning and Growth – Evidence of quantitative measures of the educator’s impact on a student (or sets of students) as measured by multiple sources of student data over time
3. All summative evaluations will be based on observations and the collection of evidence/artifacts and other relevant information developed by the District (TSPC - ORS 342.850(1)).
4. Individual performance may be “observed” in the following, nonexclusive ways:
  - a. Formal observations that include a pre-observation meeting, an observation, and a post-observation meeting
  - b. Informal or drop-in observations that may include a post-observation meeting or communication
  - c. Observations of the performance of the employee in any other area of job responsibility (IFSP/IEP, staff meeting, staff, or parent training, etc).
  - d. Meeting(s) with the employee for the purpose of discussing past, present, or future assignments, activities, or performance
  - e. Evaluation of an educator produced artifact/evidence with written feedback from evaluator
5. For employees in an evaluation year, a Summative Evaluation Meeting will be scheduled with the employee to discuss the evaluation. All evaluations will be in writing on forms provided by the District. Employees will receive an electronic copy of their written evaluations.
6. TSPC Licensed Staff: A written program of assistance for improvement (plan of assistance) is established if one is needed to remedy any deficiency specified in ORS 342.865(1)(a) (inefficiency), (d) (neglect of duty, including duties specified by written rule), (g) (inadequate performance), or (h) (failure to comply with such reasonable requirements as the ESD Board may prescribe to show normal improvement and evidence of professional training and growth) or if there are deficiencies in core standards (ORS 342.856(4)). A program of assistance for improvement shall be implemented if the ESD Board does not extend a contract Educator's contract by March 15 of the first year of the contract.

NWRESD will give consideration to the input of the employee or representative regarding the plan and any assistance the employee feels could help him/her meet the requirements of the plan.

7. Non-TSPC Licensed Staff: A written program of assistance for improvement (plan of assistance) is established if one is needed to remedy any deficiencies identified by the licensed staff supervisor: inefficiency, neglect of duty, including duties specified by written rule, inadequate performance, or failure to comply with such reasonable requirements as the NWRESD Board may prescribe to show normal improvement and evidence of professional training and growth or if there are deficiencies in core standards (ORS 342.856(4)).

NWRESD will give consideration to the input of the employee or representative regarding the plan and any assistance that the employee feels could help him/her meet the requirements of the plan.

8. A Program of Assistance for Improvement (PoAI) is a written plan that with reasonable specificity:
  - a. Identifies the areas of improvement that are required and further describes the expected and observable outcomes
  - b. Identifies specific deficiencies in the employee's conduct or performance
  - c. Sets forth corrective steps the employee may pursue to overcome or correct the deficiencies
  - d. Establishes the assessment techniques by which the District will measure and determine whether an employee has sufficiently corrected the deficiencies to meet District standards
  - e. May include administrative assistance
9. Since a program of assistance for improvement is a form of intensive evaluation, any evaluation requirement, as set forth above, is satisfied by the implementation of a program of assistance for improvement.
10. TSPC Licensed Staff: Probationary Educator nonrenewal/dismissal rights are set forth in ORS 342.513 and 342.835. Contract Educator dismissal and contract nonextension rights are set forth in ORS 342.845(5) and (6).
11. If the District determines that continuation of an employee's performance deficiency or problem could result in a dismissal, nonrenewal, or contract nonextension recommendation, notice of such concern will be given to the employee in a timely manner.
12. Since evaluation of employee performance is an ongoing process, the District's administration will provide the staff with notice of observational and evaluative timelines, as well as other pertinent information.

## **ADDITIONAL RESOURCES**

## Multiple Measures Aligned to the Model Core Teaching Standards for Teacher Evaluations

Multiple Measures	MODEL CORE TEACHING STANDARDS									
	DOMAIN 1 The Learner and Learning			DOMAIN 2 Content		DOMAIN 3 Instructional Practice			DOMAIN 4 Professional Responsibility	
Evaluation of a teacher's performance includes measures from all three categories of evidence:	#1 Learner Development	#2 Learning Differences	#3 Learning Environments	#4 Content Knowledge	#5 Application of Content	#6 Assessment	#7 Planning for Instruction	#8 Instructional Strategies	#9 Professional Learning and Ethical Practice	#10 Leadership and Collaboration
<b>(A) Professional Practice</b> <i>Measures of the quality of a teacher's planning, delivery of instruction, and assessment of student learning.</i>	<b>a. Classroom Observation of Instructional Practice</b> Evaluator's observation, documentation, and feedback on teachers' professional practices; both formal and informal observations									
	<b>b. Examination of Artifacts</b> Examples: lesson plans, curriculum design, scope and sequence, student assignments, student work									
<b>(B) Professional Responsibilities</b> <i>Measures of the teacher's progress toward his or her own professional goals and contribution to schoolwide goals.</i>									<i>Examples: professional growth plan, setting student growth goals, teacher reflections, self-reports, records of contributions, peer collaboration, teamwork, parent/student surveys, meetings, portfolios</i>	
<b>(C) Student Learning and Growth</b> <i>Quantitative measures of the teacher's impact on a student (or sets of students) as measured by multiple sources of student data over time.</i>	Teachers will establish at least two student learning goals and identify strategies and measures that will be used to determine goal attainment. They also specify what evidence will be provided to document progress on each goal:									
	a) Teachers who are responsible for student learning in tested subjects and grades (i.e., ELA and mathematics in grades 3-8, 11) will use state assessments as one measure (Category 1) and will also select one or more additional measures from Category 2 or 3 that provide additional evidence of students' growth and proficiency/mastery of the standards, and evidence of deeper learning and 21 <sup>st</sup> 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									

## **FORMS**

(Forms will be electronic in the TalentEd “Perform” system)

# PRE-FORMAL OBSERVATION PLAN

*(To be done in TalentEd Perform)*

Educator \_\_\_\_\_ Date \_\_\_\_\_

Administrator \_\_\_\_\_ Observation Date/Time \_\_\_\_\_

Program \_\_\_\_\_ Proposed Length of Observation \_\_\_\_\_

**Please provide the following information in preparation for the observation:**

1. **Lesson Objective(s):** What do you want the student(s) to learn?
  
2. **Lesson Format:** Explain or describe the sequence of instruction and activities for the lesson.
  
3. **Assessment:** Explain how you will assess student(s) achievement of the objective(s).

Data Collection: What do you want observed? Check no more than three options.

<p><b>Domain 1: Planning and Preparation</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrating knowledge of content and pedagogy</li> <li><input type="checkbox"/> Demonstrating knowledge of learners</li> <li><input type="checkbox"/> Selecting Instructional Outcomes and/or IEP/IFSP goals</li> <li><input type="checkbox"/> Demonstrating knowledge of resources</li> <li><input type="checkbox"/> Designing coherent instruction</li> <li><input type="checkbox"/> Assessing student learning</li> </ul>	<p><b>Domain 2: The Learning Environment</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Creating an environment of respect and rapport</li> <li><input type="checkbox"/> Establishing a culture for learning</li> <li><input type="checkbox"/> Managing classroom procedures</li> <li><input type="checkbox"/> Managing child and adolescent behavior</li> <li><input type="checkbox"/> Organizing physical space</li> </ul>
<p><b>Domain 3: Instruction/Delivery of Service</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Communication clearly and accurately</li> <li><input type="checkbox"/> Using questioning and discussion techniques</li> <li><input type="checkbox"/> Engaging students in learning</li> <li><input type="checkbox"/> Demonstrating flexibility and responsiveness</li> </ul>	<p><b>Domain 4: Professional Responsibilities</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reflecting on teaching</li> <li><input type="checkbox"/> Communicating with families and staff</li> <li><input type="checkbox"/> Participating in a professional community</li> <li><input type="checkbox"/> Growing and developing professionally</li> <li><input type="checkbox"/> Showing professionalism</li> <li><input type="checkbox"/> Special Education Responsibilities</li> </ul>

This verifies that we have mutually reviewed and agreed upon this plan.

\_\_\_\_\_  
Educator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Administrator

\_\_\_\_\_  
Date

## **Your Supervisor may use some of the following Guiding Questions in the Pre-Observation Conference**

These questions are intended to provide discussion topics for educators and administrators during a Pre-Observation Conference. There is no requirement for staff to respond to these questions in writing.

- What do I need to know before I come into the classroom that will help me understand the lesson?
- What types of lessons or activities preceded this lesson?
- Describe the objectives of the lesson that will be observed?
- What teaching methods and/or activities will be utilized during the lesson? Why were these particular methods and/or activities selected?
- How will student learning and understanding be assessed? How will students be evaluated?
- Do you have a request for specific feedback from the observation?



## **Your Supervisor may use some of the following Guiding Questions in the Pre-Observation Conference**

These questions are intended to provide discussion topics for educators and administrators during a Post-Observation Conference. There is no requirement for staff to respond to these questions in writing.

- Do you believe the objectives of your lesson were clear to your students?
- Did students achieve your instructional objectives? What evidence supports your conclusions?
- As you reflect on the lesson, to what extent were students actively and productively engaged in classroom activities? Explain.
- In what ways were students required to demonstrate critical thinking?
- What were the strengths of the lesson?
- If you had the opportunity to teach the lesson over again to the same group of students, what might you do differently?
- What types of lessons or activities will follow the lesson that I observed?

**Post Observation Reflection Questions**  
***(To be done in TalentEd Perform)***

To be completed by teacher following each formal observation.

NAME \_\_\_\_\_

LOCATION \_\_\_\_\_

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

DATE \_\_\_\_\_

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

# Informal Observation Summary

*(To be done in TalentEd Perform)*

Educator:	Date:
Domain:	
Observation notes:	
<p>Strengths of the Lesson            Domain Component: _____            Evidence:</p> <p>Areas for Growth            Domain Component: _____            Evidence:</p>	
Feedback provided to educator via:	

<p><b>Domain 1: Planning and Preparation</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrating knowledge of content and pedagogy</li> <li><input type="checkbox"/> Demonstrating knowledge of learners</li> <li><input type="checkbox"/> Selecting Instructional Outcomes and/or IEP/IFSP goals</li> <li><input type="checkbox"/> Demonstrating knowledge of resources</li> <li><input type="checkbox"/> Designing coherent instruction</li> <li><input type="checkbox"/> Assessing student learning</li> </ul>	<p><b>Domain 2: The Learning Environment</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Creating an environment of respect and rapport</li> <li><input type="checkbox"/> Establishing a culture for learning</li> <li><input type="checkbox"/> Managing classroom procedures</li> <li><input type="checkbox"/> Managing child and adolescent behavior</li> <li><input type="checkbox"/> Organizing physical space</li> </ul>
<p><b>Domain 3: Instruction/Delivery of Service</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Communicating clearly and accurately</li> <li><input type="checkbox"/> Using questioning and discussion techniques</li> <li><input type="checkbox"/> Engaging students in learning</li> <li><input type="checkbox"/> Demonstrating flexibility and responsiveness</li> </ul>	<p><b>Domain 4: Professional Responsibilities</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reflecting on teaching</li> <li><input type="checkbox"/> Communicating with families and staff</li> <li><input type="checkbox"/> Participating in a professional community</li> <li><input type="checkbox"/> Growing and developing professionally</li> <li><input type="checkbox"/> Showing professionalism</li> <li><input type="checkbox"/> Special Education Responsibilities</li> </ul>

\_\_\_\_\_

Administrator Signature

\_\_\_\_\_

Date

## End of Year Self-Reflection Questions (*To be done in TalentEd Perform*)

Educator \_\_\_\_\_ Program \_\_\_\_\_

1. List your goals and describe your progress toward accomplishing them.
2. What do you see as your strongest area of performance this year?
3. What were some of your major successes this year?
4. Is there an area of performance you found challenging that you would like to improve on next year?
5. What are ways your supervisor can best support you in your work?
6. Are there any concerns you would like to share?

## NWRESD SUMMATIVE EVALUATION

*(This will be electronic in TalentEd Perform™ and will include evaluation of all sub-areas of each of the components listed below)*

Educator: \_\_\_\_\_

Program: \_\_\_\_\_

Administrator: \_\_\_\_\_

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

<b>Domain I Planning &amp; Preparation</b>	<b>U</b>	<b>D</b>	<b>P</b>	<b>E</b>	<b>N/A</b>
1a. Demonstrating knowledge of content and pedagogy					
1b. Demonstrating knowledge of learners					
1c. Selecting instructional outcomes and/or IEP/IFSP goals					
1d. Demonstrating knowledge of resources					
1e. Designing coherent instruction					
1f. Assessing student learning					
<b>Comments:</b>					

<b>Domain 2 Learning Environment</b>	<b>U</b>	<b>D</b>	<b>P</b>	<b>E</b>	<b>N/A</b>
2a. Creating an environment of respect and rapport					
2b. Establishing a culture for learning					
2c. Managing classroom procedures					
2d. Managing child and adolescent behavior					
2e. Organizing physical space					
<b>Comments:</b>					

<b>Domain3 Instruction/Delivery of Service</b>	<b>U</b>	<b>D</b>	<b>P</b>	<b>E</b>	<b>N/A</b>
3a. Communicating clearly and accurately					
3b. Using questioning and discussion techniques					
3c. Engaging students in learning					
3c. Demonstrating flexibility and responsiveness					
<b>Comments:</b>					

<b>Domain 4 Professional Responsibilities</b>	<b>U</b>	<b>D</b>	<b>P</b>	<b>E</b>	<b>N/A</b>
4a. Reflecting on practice					
4b. Communicating with families and staff					
4c. Participating in a professional community					
4d. Growing and developing professionally					
4e. Showing professionalism					
4f. Special Education Responsibilities					
<b>Comments:</b>					

<b>Domain 5 Student Learning and Growth</b>	<b>U</b>	<b>D</b>	<b>P</b>	<b>E</b>	<b>N/A</b>
5a. Student Growth					
5b. Rigor of Goal					
5c. Progress Monitoring of Goal					
<b>Comments:</b>					

<b>Workplace Expectations</b>	<b>M</b>	<b>DNM</b>
<b>Attendance and Punctuality:</b> The employee has regular attendance at work and work activities and is punctual in meeting deadlines, attending meetings, following schedules, and responding to communications.		
<b>Personal Appearance:</b> The employee is dressed and groomed in a neat, clean, appropriate and professional manner for the assignment and work setting.		
<b>Confidentiality:</b> The employee maintains the integrity of confidential information relating to a student, family, colleague, or district patron. The employee uses or relays personal information only in the course of performing assigned responsibilities and in the best interest of the individuals involved.		
<b>Following policies and directives:</b> The employee follows all district or supervisor policies, rules, regulations, memos, bulletins, announcements, applicable job descriptions and reasonable requests by proper authorities.		
<b>Setting appropriate boundaries with students:</b> The employee maintains professional boundaries in his or her relationships with students, including the use of appropriate language, appropriate physical contact, and in the use of technology such as email, text messages, or social networking and internet sites.		
<b>Collaboration:</b> The employee maintains relationships with other staff members that are characterized by mutual support, cooperation, and respect and that build a school culture of collaboration focused on student learning.		
<b>Appropriate use of technology:</b> The employee uses the internet, email, and electronic communication in compliance with NWRSED Acceptable Use Policy and Administrative Rules.		

M= Meets; DNM = Does Not Meet

<p>Commendations:</p>   <p>Areas for Growth:</p>
---

**Supervisor's recommendation:**

**Contract:**

- Extend Contract for new two-year term
- Do not extend contract
- Dismissal

**Probationary 1 and 2**

- Renew one year contract
- Do not renew contract

**Probationary 3**

- Renew contract for two year term
- Do not renew contract

**Temporary**

- Due to temporary status, this contract is not renewed.

Employee has attached comments. Yes  No

Signature of Employee: \_\_\_\_\_ Date: \_\_\_\_\_

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

## Program of Assistance for Improvement

*(To be done in TalentEd Perform)*

Employee \_\_\_\_\_

Position \_\_\_\_\_

Performance Deficiencies	Performance Standards	Employee Corrective Action	District Assistance/Monitoring
		<i>The following must be met in order to bring your performance to a satisfactory level:</i>	

Timelines: The above plan will be accomplished on or before \_\_\_\_\_. A progress conference will be held at that time to review the requirements written above and progress made or not made to that date. Failure to accomplish the expectations listed above will result in an extended plan or a recommendation to dismiss.

If you successfully complete the plan, the plan may be continued on a “maintenance” basis to monitor whether you continue to meet the expectations listed above thereafter. Consistent compliance with the expectations listed above shall be expected as long as you remain a District employee, and you may be dismissed without a new plan of assistance if you do not maintain compliance with these expectations.

\_\_\_\_\_  
Signature of Employee

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Administrator

\_\_\_\_\_  
Date

(Does not necessarily indicate agreement, but acknowledges the plan has been read and discussed.)

Copy to:     HR                       Administrator                       Employee

# Licensed Educator Professional Growth Handbook

## Appendix A

### Educator Rubric

Northwest Regional Education Service District

July, 2013

**NWRESD**  
**Licensed Educator Domains**

**Domain 1: Planning and Preparation**

- 1a: Demonstrating Knowledge of Content and Pedagogy
- 1b: Demonstrating Knowledge of Learners
- 1c: Selecting Instructional Outcomes and/or IFSP/IEP Goals
- 1d: Demonstrating Knowledge of Resources
- 1e: Designing Coherent Instruction
- 1f: Assessing Student Learning

**Domain 2: The Learning Environment**

- 2a: Creating an Environment of Respect & Rapport
- 2b: Establishing a Culture for Learning
- 2c: Managing Classroom Procedures
- 2d: Managing Child and Adolescent Behavior
- 2e: Organizing Physical Space

**Domain 3: Instruction/Delivery of Service**

- 3a: Communicating Clearly and Accurately
- 3b: Using Questioning and Discussion Techniques
- 3c: Engaging Students in Learning
- 3d: Demonstrating Flexibility & Responsiveness

**Domain 4: Professional Responsibilities**

- 4a: Reflecting on Practice
- 4b: Communicating with Families and Staff
- 4c: Participating in a Professional Community
- 4d: Growing and Developing Professionally
- 4e: Showing Professionalism
- 4f: Special Education Responsibilities

**Domain 5: Student Learning and Growth**

- 5a: Student Growth
- 5b: Rigor
- 5c: Progress Monitoring

## Levels of Performance Defined – NWRESD Educator Evaluation Rubric

UNSATISFACTORY RELATIVE TO STANDARD	DEVELOPING RELATIVE TO STANDARD	PROFICIENT RELATIVE TO STANDARD	EXCEEDS STANDARD
<p>The educator does not demonstrate an understanding of the concepts underlying the standards. Working on fundamental practices associated with the elements of the standards will enable the educator to grow and develop in this area.</p> <p>“Seldom” or “rarely” are often used to describe an educator’s performance at this level.</p>	<p>The educator appears to understand the concepts underlying the standards and attempts to implement the elements. Implementation is sporadic, intermittent, or otherwise not entirely successful.</p> <p>The educator’s performance is inconsistent and improvement is likely to come with experience. Additional professional reading, discussion, educator observations, and support by a mentor will assist the educator to become Proficient.</p> <p>“Inconsistently,” “sometime,” “at times,” and “unevenly” are commonly used to describe an educator’s performance at this level.</p>	<p>The educator clearly understands the concepts underlying the components of the standards and implements them well. Most experienced, capable educators will regard themselves, and be regarded by others, as performing at this level.</p> <p>“Regularly,” “independently” and “the majority of the time” are words used to describe the educator’s performance at this level.</p> <p>The goal of the Differentiated Supervision for Professional Growth and Evaluation is to have all educators performing at the Proficient or Exemplary level.</p>	<p>Educators at this level demonstrate mastery and make contributions to the profession both in and outside the learning environment.</p> <p>The educator consistently exceeds performance relative to the standard; demonstrates highly effective practices and impact on student learning; and continually expands expertise through professional learning and leadership opportunities.</p> <p>“Consistently” and “continually” are words commonly used when describing the educator’s performance. There must be significant evidence for the educator to be ranked exemplary.</p>

## DOMAIN 1: PLANNING AND PREPARATION

### Component 1a: Demonstrating Knowledge of Content and Pedagogy

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY RELATIVE TO STANDARD	DEVELOPING RELATIVE TO STANDARD	PROFICIENT RELATIVE TO STANDARD	EXCEEDS STANDARD
<b>Knowledge of content and the structure of the discipline</b>	In planning and practice, Educator makes content errors or does not correct errors made by students.	Educator is familiar with the important concepts in the discipline but may display lack of awareness of how these concepts relate to one another.	Educator displays solid knowledge of the important concepts in the discipline and how these relate to one another.	Educator displays extensive knowledge of the important concepts in the discipline and how these relate both to one another and to other disciplines.
<b>Knowledge of Content Related Pedagogy</b>	Educator displays little or no understanding of the range of pedagogical approaches suitable to learning of the content.	Educator's plans and practice reflect a limited range of pedagogical approaches or some approaches that are not suitable to the discipline or to the students.	Educator's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline.	Educator's plans and practice reflect familiarity with a wide range of effective pedagogical approaches in the discipline, anticipating student misconceptions.

#### Indicators / Evidence / Artifacts:

- Lesson and unit plans that reflect important concepts in the discipline
- Lesson and unit plans that accommodate prerequisite relationships among concepts and skills
- Clear and accurate classroom/therapy/consultation explanations and notes
- Accurate answers to student questions
- Feedback to students that furthers learning
- Interdisciplinary connections in plans and practice

## DOMAIN 1: PLANNING AND PREPARATION

### Component 1b: Demonstrating Knowledge of Learners

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY RELATIVE TO STANDARD	DEVELOPING RELATIVE TO STANDARD	PROFICIENT RELATIVE TO STANDARD	EXCEEDS STANDARD
<b>Knowledge of Characteristics of Age Group</b>	Educator displays little or no knowledge of the developmental characteristics of the age group.	Educator displays partial knowledge of the developmental characteristics of the age group.	Educator displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, Educator displays knowledge of the extent to which individual learners follow the general patterns.
<b>Knowledge of the Learning Process/Students Varied Approaches to Learning</b>	Special Educator demonstrates a lack of familiarity with different approaches to learning, such as learning styles and modalities and does not seek such information.	Special Educator demonstrates a general understanding of how students learn, but this knowledge is limited or outdated. Approaches to learning is not evident in lesson plans or instructional delivery.	Special Educator demonstrates knowledge of how students learn that is accurate and current. Educator applies this knowledge to the class as a whole and/or to groups of students.	Special Educator demonstrates extensive and subtle knowledge of students' varied approaches to learning, and uses that knowledge as an integral part of their instructional planning repertoire.
<b>Knowledge of Students' Interests, Cultural Heritage, and Special Needs</b>	Educator displays little or no knowledge of learners' interests or cultural heritage and does not indicate an understanding that such knowledge is valuable in instructional planning. Knowledge of students' skills is evident in present level of performance on IFSP/IEP.	Special Educator displays knowledge of individual learners' skills and interests, language proficiency, and cultural heritage for some of the students on their caseload. Skill information may be evident in present level of performance on IFSP/IEP.	Special Educator displays knowledge of individual learners' skills and interests, language proficiency, and cultural heritage. Knowledge of students' skills is generally evident in present level of performance on IFSP/IEP.	Special Educator displays extensive knowledge of each individual learner's skills and interests, language proficiency, and cultural heritage and displays this knowledge in instructional planning. Knowledge of students' skills is evident in present level of performance on IFSP/IEP.

#### Indicators / Evidence / Artifacts:

- Formal and informal information about students gathered by teacher for use in planning instruction
- Student interests and needs learned and used by teacher in planning
- Teacher participation in community cultural events
- Teacher-designed opportunities for families to share heritage
- Teacher-created database of students with special needs available for teacher use

## DOMAIN 1: PLANNING AND PREPARATION

### Component 1c: Selecting Instructional Outcomes and/or IFSP/IEP Goals

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY RELATIVE TO STANDARD	DEVELOPING RELATIVE TO STANDARD	PROFICIENT RELATIVE TO STANDARD	EXCEEDS STANDARD
<b>Value</b> ( <i>Instructional / IFSP / IEP goals that align with standards are based on assessment data and are essential to the discipline being taught</i> )	Outcomes represent low expectations for learners and lack of rigor. They do not reflect important learning in the discipline or a connection to a sequence of learning.	Goals and outcomes represent moderate expectations and rigor. Some reflect important learning in the discipline and some connection to a sequence of learning.	Most goals and outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning.	All goals and outcomes represent high expectations and rigor and important learning in the discipline. They are connected to a sequence of learning both in the discipline and in related disciplines.
<b>Clarity</b> ( <i>Goals stated as student learning that is assessable.</i> )	Outcomes are either not clear or are stated as activities, not as learning. Outcomes do not permit viable methods of assessment.	Outcomes are only moderately clear or consist of a combination of outcomes and activities. Some outcomes do not permit viable methods of assessment.	All the instructional outcomes are clear, written in the form of learning. Most suggest viable methods of assessment.	All the outcomes are clear, written in the form of learning, and permit viable methods of assessment.
<b>Balance</b> ( <i>Goals balance factual knowledge with conceptual understanding and longer units include reasoning, social &amp; communication skills.</i> )	Outcomes reflect only one type of learning and only one discipline or strand.	Outcomes reflect several types of learning, but educator has made no attempt at coordination or integration.	Outcomes reflect several different types of learning and opportunities for coordination.	Where appropriate, outcomes reflect several different types of learning and opportunities for both coordination and integration.

#### Indicators / Evidence / Artifacts:

- Outcomes of a challenging cognitive level
- Statements of student learning, not student activity
- Outcomes central to the discipline and related to those in other disciplines
- Assessment of student attainment
- Outcomes differentiated for students of varied ability
- IFSP/IEP review

**DOMAIN 1: PLANNING AND PREPARATION**

**Component 1d: Demonstrating Knowledge of Resources**

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY RELATIVE TO STANDARD	DEVELOPING RELATIVE TO STANDARD	PROFICIENT RELATIVE TO STANDARD	EXCEEDS STANDARD
<b>Resources for Teaching</b>	Educator is unaware of resources available through the school or district for classroom/therapy use, and for the expansion of his/her own knowledge.	Educator displays basic awareness of school or district resources available for classroom/therapy use and for the expansion of his/her own knowledge, but does not demonstrate knowledge of resources more broadly available.	Educator displays awareness of resources available through the school or district and makes use of them regularly for classroom/therapy use and for the expansion of his/her own knowledge. Special Educator also displays awareness of resources available through sources external to the school and on the Internet.	In addition to being aware of school and district resources, the educator actively seeks and uses other materials, for example, from professional organizations and universities, on the Internet, or through the community to enhance instruction and for expansion of his/her own knowledge and instruction.
<b>Resources for Learners</b>	Educator is unaware of resources for learners available through the school or district.	Educator displays awareness of resources for learners available through the school or district but no knowledge of resources available more broadly.	Educator is aware of resources available through the school or district and knows how to gain access for students.	In addition to being aware of school and district resources and support, educator is aware of how to access additional resources available through the community and assists students in gaining access.

<p align="center"><b>Knowledge of Technological Resources and Computer Literacy</b></p>	<p>Educator rarely uses computer or other technology. Special Educator has difficulty helping students with “high tech” assistive technology devices.</p>	<p>Educator displays some computer literacy and comfort with other technology but use is limited. Special Education Teacher does not always feel comfortable with the “high tech” assistive technology devices that students are trying to learn.</p>	<p>Educator accesses and efficiently uses computers or other technology to assist with record keeping, report writing, and communication. Special Educator is able to assist students to become more comfortable with technology.</p>	<p>Educator uses the computer regularly and efficiently for record keeping, report writing and communication, and is able to develop additional ways to use technology to improve efficiency. Special Educator can easily help students become more proficient with computer operated assistive technology devices.</p>
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Indicators / Evidence / Artifacts:

- District-provided materials
- A range of texts
- Guest speakers
- Internet resources
- Materials provided by professional organizations
- Teachers participating in continuing professional education courses or professional groups
- Community resources
- Mentoring from assistive technology specialists

**DOMAIN 1: PLANNING AND PREPARATION**  
**Component 1e: Designing Coherent Instruction**

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY RELATIVE TO STANDARD	DEVELOPING RELATIVE TO STANDARD	PROFICIENT RELATIVE TO STANDARD	EXCEEDS STANDARD
<b>Learning Activities</b>	Learning activities are not suitable to students or IFSP/IEP goals. They do not follow an organized progression and do not reflect sound professional research.	Only some of the learning activities are suitable to learners or to the instructional goals/outcomes. Some represent a moderate cognitive challenge. Progression of activities in the unit is uneven and only some of the activities reflect sound professional research.	All of the learning activities are suitable to learners IFSP/IEP goals and instructional outcomes, and most represent significant cognitive challenge, with some differentiation for different groups of learners. Progression of activities is even, and most activities reflect sound professional research.	Learning activities are highly relevant to students IFSP/IEP and instructional goals. They progress coherently and reflect sound professional research. Activities are designed to engage learners cognitively and are differentiated for individual learners.
<b>Instructional Materials and Resources</b>	Materials and resources do not support the IFSP/IEP goals or engage students in meaningful learning.	Some of the materials and resources are suitable to learners, support the instructional outcomes or IFSP/IEP goals, and engage learners in meaningful learning.	All of the materials and resources are suitable to learners, are evidence-based, and support the IFSP/IEP goals or instructional outcomes, and are designed to engage learners in meaningful learning.	All of the materials and resources are suitable to learners, are evidence-based, support the IFSP/IEP goals and instructional outcomes, and are designed to engage learners in meaningful learning. There is evidence of appropriate use of technology and of learner participation in selecting or adapting materials.
<b>Instructional Groups</b>	Instructional groups do not support the instructional outcomes and offer no variety.	Instructional groups are inconsistent in support of instructional outcomes, and offer minimal variety of instructional techniques.	Instructional groups are varied as appropriate to the student's IFSP/IEP goals and offer a variety of instructional techniques.	Instructional groups are varied, as appropriate to the learners and the different instructional outcomes and/or IFSP/IEP goals. There is evidence of learner choice in selecting the different patterns of instructional groups.

<p><b>Lesson and Unit Structure</b></p>	<p>The lesson or unit has no clearly defined structure, or the structure is chaotic. Activities do not follow an organized progression, and time allocations are unrealistic.</p>	<p>The lesson or unit has a recognizable structure, although the structure is not uniformly maintained throughout. Progression of activities is uneven, with most time allocations reasonable.</p>	<p>The lesson or unit has a clearly defined structure around which activities are organized. Progression of activities is even, with reasonable time allocations.</p>	<p>The lesson's or unit's structure is clear and allows for different pathways according to diverse learner needs. The progression of activities is highly coherent.</p>
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Indicators / Evidence / Artifacts:

- District-provided materials
- A range of texts
- Guest speakers
- Internet resources
- Materials provided by professional organizations
- Teachers participating in continuing professional education courses or professional groups
- Community resources
- Unit plans
- Modified Materials

## DOMAIN 1: PLANNING AND PREPARATION

### Component 1f: Assessing Student Learning

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY RELATIVE TO STANDARD	DEVELOPING RELATIVE TO STANDARD	PROFICIENT RELATIVE TO STANDARD	EXCEEDS STANDARD
<b>Congruence with Instructional Outcomes</b>	Content and methods of assessment lack congruence with instructional outcomes or IFSP/IEP goals.	Some of the instructional outcomes and IFSP/IEP outcomes are assessed through the proposed approach, but many are not.	All the instructional outcomes and IFSP/IEP goals are assessed through a variety of assessments but the approaches are more suitable to some goals than to others; assessment methodologies may have been adapted for groups of learners.	Proposed approach to assessment is fully aligned with the instructional outcomes and IEP/IFSP goals in both content and process. Assessment methodologies have been adapted for individual learners, as needed.
<b>Criteria and Standards</b>	Proposed assessment approach does not contain criteria or standards; does not consider the progress on IFSP/IEP goals.	Assessment criteria and standards have been developed, but they are not clear. The educator minimally takes into account progress on IFSP/IEP goals.	Assessment criteria and standards are clear, reflects progress as stated in the IFSP/IEP goals, and have been communicated to students or families.	Assessment criteria and standards are clear; reflects progress as stated in the IFSP/IEP goals, and have been clearly communicated to students and/or families. Students may contribute to assessment through self-monitoring or self-assessment ,if appropriate.
<b>Design of Formative Assessments</b>	Educator has no plan to incorporate formative assessment in the lesson or unit.	Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.	Educator has a well-developed strategy to using formative assessment and has designed particular approaches to be used.	Approach to using formative assessment is well designed and includes learner, as well as educator use of the assessment information.

<p align="center"><b>Using Present Levels of Educational Performance (PLEP)</b></p>	<p>No PLEPs are available or present levels are determined by unsubstantiated methods of measurement.</p>	<p>Annual PLEPs are assessed using standardized assessments only. There is no discussion regarding progress on current goals and objectives.</p>	<p>Annual PLEPs are documented based on progress on current measurable goals and objectives. Standardized assessments may be provided. There is some discussion on how these levels impact the student's performance in the regular classroom (where appropriate).</p>	<p>Annual PLEPs are documented in Annual PLEPs are documented in relation to measurable goals and objectives. A combination of the appropriate Standardized and informal assessments are provided. Discussion is provided on how these levels impact the student's performance in the regular classroom (where appropriate).</p>
<p align="center"><b>Progress on Goals and Objectives</b></p>	<p>Progress is not documented or reported to case manager and/or parent.</p>	<p>Progress is documented but not reported to case manager and/or parent.</p>	<p>Goals and objectives are measurable. Progress is documented; data is collected and reported to case manager and/or parent.</p>	<p>Goals and objectives are measurable and progress towards goals is reflected in lesson plans. Data is collected and effectively reported to case manager and/or parent.</p>

Indicators / Evidence / Artifacts:

- Lesson plans indicating correspondence between assessments and instructional outcomes
- Assessment types suitable to the style of outcome
- Variety of performance opportunities for students
- Modified assessments available for individual students, as needed
- Expectations clearly written, with descriptors for each level of performance
- Formative assessments designed to inform minute-to-minute decision-making by the teacher during instruction
- IFSP/IEP documents

## DOMAIN 2: THE LEARNING ENVIRONMENT

### Component 2a: Creating an Environment of Respect & Rapport

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY RELATIVE TO STANDARD	DEVELOPING RELATIVE TO STANDARD	PROFICIENT RELATIVE TO STANDARD	EXCEEDS STANDARD
<b>Educator Interaction with Learner</b>	Educator interaction with at least some learners is negative, demeaning, sarcastic, or inappropriate to the age or culture of the learners. Learners exhibit disrespect for the educator.	Educator-learner interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for learners' cultures. Learners exhibit only minimal respect for the educator.	Educator-learner interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the learners. Learners exhibit respect for the educator.	Educator interactions with learners reflect genuine respect and caring for individuals as well as groups of learners. Learners appear to trust the educator with sensitive information.
<b>Learner Interactions with Other Learners</b>	Educator has established a climate in which Learner interactions are characterized by conflict, sarcasm, or put-downs.	Educator has established a climate in which Learners do not demonstrate disrespect for one another.	Educator has established a climate in which Learner interactions are generally polite and respectful, and Learners do not demonstrate negative behavior toward one another.	Educator has fostered an environment which encourages Learners to demonstrate genuine caring for one another as individuals. Peers remind one another respectfully of expectations when needed.

#### Indicators / Evidence / Artifacts:

- Respectful talk and turn-taking
- Respect for students' background and life outside the classroom
- Teacher and student body language
- Physical proximity
- Warmth and caring
- Politeness
- Encouragement
- Active listening
- Fairness

**DOMAIN 2: THE LEARNING ENVIRONMENT**  
**Component 2b: Establishing a Culture for Learning**

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY RELATIVE TO STANDARD	DEVELOPING RELATIVE TO STANDARD	PROFICIENT RELATIVE TO STANDARD	EXCEEDS STANDARD
<b>Importance of the Content</b>	Educator or learners convey a negative attitude toward the content, suggesting that it is not important or has been mandated by others.	Educator communicates importance of the work but with little conviction and only minimal apparent buy-in by the learners.	Educator conveys genuine enthusiasm for the content, and learners demonstrate consistent commitment to its value.	Educator conveys genuine enthusiasm for the subject, resulting in Learners demonstrating, through their active participation, curiosity and taking initiative that they value the importance of the content.
<b>Expectations for Learning and Achievement</b>	Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some learners.	IFSP/IEP goals and activities, Instructional outcomes and assignments, and classroom interactions convey modest or inconsistent expectations for student achievement based on potential.	IFSP/IEP goals and activities, instructional outcomes and assignments, and instructional interactions convey consistently high expectations for student achievement based on potential.	High expectations for the learning of all students are established and maintained through planning of learning activities, IFSP/IEP goals, instructional interactions, and the classroom environment based on individual potential.

Indicators / Evidence / Artifacts:

- Belief in the value of the work
- High expectations, supported through both verbal and nonverbal behaviors
- Expectation and recognition of quality
- Expectation and recognition of effort and persistence
- Confidence in students' ability evident in teacher's and students' language and behaviors
- Expectation for all students to participate
- Lesson plans with differentiated outcomes

## DOMAIN 2: THE LEARNING ENVIRONMENT

### Component 2c: Managing Classroom Procedures

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY RELATIVE TO STANDARD	DEVELOPING RELATIVE TO STANDARD	PROFICIENT RELATIVE TO STANDARD	EXCEEDS STANDARD
<b>Management of Instructional Groups</b>	Learners not working with the educator are not productively engaged in learning.	Tasks for learners are partially organized, resulting in some off-task behavior while educator is not directly engaged with the group.	Small-group work is well organized, and most learners are productively engaged in learning most of the time.	Small-group work is well organized, and learners are productively engaged at all times, with learners assuming responsibility for productivity.
<b>Management of Transitions</b>	Transitions are chaotic, with much time lost between activities or lesson segments.	Only some transitions are efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with learners assuming responsibility in ensuring their efficient operation.
<b>Management of Materials and Supplies</b>	Materials and supplies are handled inefficiently, resulting in significant loss of instructional time.	Routines for handling materials and supplies function moderately well, but with some loss of instructional time.	Routines for handling materials and supplies occur smoothly, with little loss of instructional time.	Routines for handling materials and supplies are seamless, with learners assuming some responsibility for smooth operation.

#### Indicators / Evidence / Artifacts:

- Smooth functioning of all routines
- Little or no loss of instructional time
- Students playing an important role in carrying out the routines
- Students knowing what to do, where to move
- Students assigned “jobs”/”helper” roles to assist with materials, group responsibilities, etc.
- Student schedules or classroom-wide expectations reviewed (e.g., CHAMPS)

## DOMAIN 2: THE LEARNING ENVIRONMENT

### Component 2d: Managing Child and Adolescent Behavior

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY RELATIVE TO STANDARD	DEVELOPING RELATIVE TO STANDARD	PROFICIENT RELATIVE TO STANDARD	EXCEEDS STANDARD
<b>Expectations</b>	No standards of conduct appear to have been established, or learners are confused as to what the standards are.	Standards of conduct appear to have been established and most learners seem to understand them.	Standards of conduct appear to be clear to all learners based on their behavior.	Standards of conduct appear to be clear to all learners based on their behavior, and appear to have been developed with learner participation.
<b>Monitoring of Learner Behavior</b>	Behavior is not monitored, and educator appears unaware of what the learners are doing.	Educator appears generally aware of learner behavior but may miss the activities of some learners.	Educator appears to be alert to learner behavior at all times.	Monitoring by educator is subtle and preventive. Learners monitor their own and their peers' behavior, reminding one another respectfully.
<b>Response to Learner Misbehavior</b>	Educator does not respond to misbehavior, or the response is inconsistent, is overly repressive, or does not respect the learner's dignity.	Educator attempts to respond to learner misbehavior but with uneven results, or no serious disruptive behavior occurs.	Educator response to misbehavior is appropriate and successful and respects the learner's dignity, or learner behavior is generally appropriate. Educator has developed BIP and adheres to it.	Educator response to misbehavior is highly effective and sensitive to learner's individual needs or learner behavior is entirely appropriate. Educator has developed BIP and adheres to it, and is a resource for other staff related to the development of BIPs.

#### Indicators / Evidence / Artifacts:

- Clear standards of conduct, possibly posted, and possibly referred to during a lesson
- Absence of acrimony between teacher and students concerning behavior
- Teacher awareness of student conduct
- Preventive action when needed by the teacher
- Fairness
- Absence of misbehavior
- Reinforcement of positive behavior

## DOMAIN 2: THE LEARNING ENVIRONMENT

### Component 2e: Organizing Physical Space

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY RELATIVE TO STANDARD	DEVELOPING RELATIVE TO STANDARD	PROFICIENT RELATIVE TO STANDARD	EXCEEDS STANDARD
<b>Safety and Accessibility</b>	The classroom is unsafe, or learning is not accessible to some learners.	The classroom is safe, and at least essential learning is accessible to most learners.	The classroom is safe, and learning is equally accessible to all learners.	The classroom is safe, and learners themselves ensure that all learning is equally accessible to all learners. The educator monitors and responds to changing student needs on an ongoing basis.
<b>Arrangement of Furniture and Use of Physical Resources</b>	The furniture arrangement hinders the learning activities, or the educator makes poor use of physical resources.	Educator uses physical resources adequately. The furniture may be adjusted for a lesson, but with limited effectiveness.	Educator uses physical resources skillfully, and the furniture arrangement is a resource for learning activities.	Both educator and learners use physical resources easily and skillfully, and learners adjust the furniture to advance their learning.

#### Indicators / Evidence / Artifacts:

- Pleasant, inviting atmosphere
- Safe environment
- Accessibility for all students
- Furniture arrangement suitable for the learning activities
- Effective use of physical resources, including computer technology, by both teacher and students

**DOMAIN 3: INSTRUCTION/DELIVERY OF SERVICE**  
**Component 3a: Communicating Clearly and Accurately**

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY RELATIVE TO STANDARD	DEVELOPING RELATIVE TO STANDARD	PROFICIENT RELATIVE TO STANDARD	EXCEEDS STANDARD
<b>Directions and Procedures</b>	Educator’s directions and procedures are confusing to learners.	Educator’s directions and procedures are clarified after initial learner confusion.	Educator’s directions and procedures are clear to learners.	Educator’s directions and procedures are clear to learners and anticipate possible learner misunderstanding.
<b>Use of Oral and Written Language</b>	Educator’s spoken language is inaudible or written language is illegible. Spoken or written language contains errors of grammar or syntax. Vocabulary may be inappropriate, vague, or used incorrectly, leaving learners confused.	Educator’s spoken language is audible and written language is legible. Both are used correctly and conform to standard English. Vocabulary is correct but limited or is inappropriate to the learners’ ages or backgrounds.	Educator’s spoken and written language is clear and correct and conforms to standard English. Vocabulary is appropriate to the learners’ ages and interests.	Educator’s spoken and written language is correct and conforms to standard English. It is also expressive, with well-chosen vocabulary that enriches the lesson. Educator finds opportunities to extend learners’ vocabularies.
<b>Providing Feedback to Learners</b>	Feedback is either not provided or is of uniformly poor quality. Feedback is not provided in a timely manner.	Feedback is inconsistent in quality, timeliness is inconsistent, and it does not take into account age, background and disability.	Feedback is consistently of high quality, provided in a timely fashion, and does take into account age, background and disability.	Feedback is consistently high quality, provided in a timely fashion and takes into account age, background and disability. Provision is made for students to learn to use feedback in their learning.

Indicators / Evidence / Artifacts:

- Clarity of the purpose of the lesson
- Clear directions and procedures specific to the lesson activities
- Absence of content errors and clear explanations of concepts
- Students comprehension of content
- Correct and imaginative use of language

**DOMAIN 3: INSTRUCTION/DELIVERY OF SERVICE**  
**Component 3b: Using Questioning and Discussion Techniques**

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY RELATIVE TO STANDARD	DEVELOPING RELATIVE TO STANDARD	PROFICIENT RELATIVE TO STANDARD	EXCEEDS STANDARD
<b>Quality of Questions</b>	Educator’s questions are virtually all of poor quality with low cognitive challenge and single correct responses, and they are asked in rapid succession.	Educator’s questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response.	Most of the educator’s questions are of high quality. Adequate time is provided for learners to respond.	Educator’s questions are of uniformly high quality, with adequate time for learners to respond. Learners formulate many questions.
<b>Discussion Techniques</b>	Interaction between educator and learners is predominantly recitation style, with the educator mediating all questions and answers.	Educator makes some attempt to engage learners in genuine discussion rather than recitation, with uneven results.	Educator creates a genuine discussion among learners, stepping aside when appropriate.	Learners assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions. May include use of alternative forms of participation in discussion for some learners.
<b>Learner Participation</b>	A few learners dominate the discussion.	Educator attempts to engage all learners in the discussion, but with only limited success.	Educator successfully engages all learners in the discussion.	Learners themselves ensure that all voices are heard in the discussion. May include use of alternative forms of participation in discussion for some learners.

Indicators / Evidence / Artifacts:

- Questions of high cognitive challenge, formulated by both students and teacher
- Questions with multiple correct answers, or multiple approaches even when there is a single correct response
- Effective use of student responses and ideas
- Discussion in which the teacher steps out of the central, mediating role
- High level of student participation in discussion

## DOMAIN 3: INSTRUCTION/DELIVERY OF SERVICE

### Component 3c: Engaging Students in Learning

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY RELATIVE TO STANDARD	DEVELOPING RELATIVE TO STANDARD	PROFICIENT RELATIVE TO STANDARD	EXCEEDS STANDARD
<b>Activities and Assignments</b>	Activities and assignments are inappropriate for learners' age or background. Learners are not mentally engaged in assignments.	Activities and assignments are appropriate to some learners and engage them mentally, but others are not engaged.	Most activities and assignments are appropriate to learners, and almost all learners are cognitively engaged in exploring content.	All learners are cognitively engaged in the activities and assignments in their exploration of content. Learners initiate or adapt activities and projects to enhance their understanding.
<b>Grouping of Learners</b>	Instructional groups are inappropriate to the students or to the IFSP/IEP and instructional goals.	Instructional groups are only partially appropriate to the students or only moderately successful in advancing the IFSP/IEP and instructional goals of a lesson.	Instructional groups are productive and fully appropriate to the students or to the IFSP/IEP and instructional goals of a lesson.	Instructional groups are productive and fully appropriate to the IFSP/IEP and instructional goals of a lesson. Students take the initiative to influence instructional groups to advance their understanding
<b>Instructional Material and Resources</b>	Instructional materials and resources are unsuitable to the instructional purposes or do not engage learners mentally.	Instructional materials and resources are only partially suitable to the instructional purposes, or learners are only partially mentally engaged with them.	Instructional materials and resources are suitable to the instructional purposes and engage learners mentally.	Instructional materials and resources are suitable to the instructional purposes and engage learners mentally. Learners initiate the choice, adaptation, or creation of materials to enhance their learning.

<p style="text-align: center;"><b>Structure and Pacing</b></p>	<p>The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed or both.</p>	<p>The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.</p>	<p>The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate.</p>	<p>The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all learners.</p>
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Indicators / Evidence / Artifacts:

- Activities aligned with the goals of the lesson
- Student enthusiasm, interest, thinking, problem-solving, etc.
- Learning tasks that require high-level student thinking and are aligned with lesson objectives
- Students highly motivated to work on all tasks and persistent even when the tasks are challenging
- Students actively “working,” rather than watching while their teacher “works”
- Suitable pacing of the lesson: neither dragging nor rushed, with time for closure and student reflection

**DOMAIN 3: INSTRUCTION/DELIVERY OF SERVICE**  
**Component 3d: Demonstrating Flexibility & Responsiveness**

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY RELATIVE TO STANDARD	DEVELOPING RELATIVE TO STANDARD	PROFICIENT RELATIVE TO STANDARD	EXCEEDS STANDARD
<b>Lesson Adjustment</b>	Educator adheres rigidly to an instructional plan even when a change is clearly needed.	Educator attempts to adjust a lesson when needed, with only partially successful results.	Educator makes a minor adjustment to a lesson, and the adjustment occurs smoothly.	Educator successfully makes a major adjustment to a lesson when needed.
<b>Response to Learners</b>	Educator ignores or brushes aside learners' questions or interests.	Educator attempts to accommodate learners' questions or interests, although the pacing of the lesson is disrupted.	Educator successfully accommodates Learners' questions or interests.	Educator seizes a major opportunity to enhance learning, building on learner interests or a spontaneous event.
<b>Persistence</b>	When a learner has difficulty learning, the educator either gives up or blames the learner or the learner's home environment.	Educator accepts responsibility for the success of all learners but has only a limited repertoire of instructional strategies to draw on.	Educator persists in seeking approaches for learners who have difficulty learning, drawing on a broad repertoire of strategies.	Educator persists in seeking effective approaches for learners who need help, using an extensive repertoire of strategies and soliciting additional resources from the school.

Indicators / Evidence / Artifacts:

- Incorporation of student interests and events of the day into a lesson
- Visible adjustment in the face of student lack of understanding
- Teacher seizing on a teachable moment

## DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

### Component 4a: Reflecting on Practice

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY RELATIVE TO STANDARD	DEVELOPING RELATIVE TO STANDARD	PROFICIENT RELATIVE TO STANDARD	EXCEEDS STANDARD
<b>Accuracy</b>	Educator does not know whether a lesson was effective or achieved its instructional outcomes, or educator profoundly misjudges the success of a lesson.	Educator has a generally accurate impression of a lesson's effectiveness and the extent to which instructional outcomes were met.	Educator makes an accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes and can cite general references to support the judgment.	Educator makes a thoughtful and accurate assessment of a lesson's effectiveness and the extent to which it achieved its instructional outcomes, citing specific examples from the lesson and weighing the relative strengths of each.
<b>Use in Future Teaching</b>	Educator has no suggestions for how a lesson could be improved at another opportunity when the lesson is taught.	Educator makes general suggestions about how a lesson could be improved at another opportunity when the lesson is taught.	Educator makes a few specific suggestions of what could be tried at another opportunity when the lesson is taught.	Drawing on an extensive repertoire of skills, educator offers specific alternative actions, complete with the probable success of different courses of action.

#### Indicators / Evidence / Artifacts:

- Accurate reflections on a lesson
- Citations of adjustments to practice, drawing on a repertoire of strategies

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**  
**Component 4b: Communicating with Families and Staff**

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY RELATIVE TO STANDARD	DEVELOPING RELATIVE TO STANDARD	PROFICIENT RELATIVE TO STANDARD	EXCEEDS STANDARD
<b>Communication During the IEP Process</b>	Educator does not provide information in the IFSP/IEP of current levels of function that apply to educational concerns. The educational relevance is unclear from the written IFSP/IEP and the discussions at the IFSP/IEP meeting.	Educator includes all the information in the IFSP/IEP about present levels of performance and goals the student is to meet, but the information is not meaningful to general education teachers or parents because of the way it is presented.	Educator communicates well in the IFSP/IEP about present levels of performance and goals the student is to meet. Abbreviations and jargon are avoided or explained.	Educator communicates clearly in the written IFSP/IEP and orally during the meeting, broadening the understanding of the parents and general education teachers of how and why the student is performing as he is.
<b>Response to General Education Teachers and Other Professionals</b>	Educator fails to respond to concerns and questions of general education teachers and other professionals. Does not provide the IEP information to other team members.	Educator responds to questions and concerns, but fails to respond promptly or to address all issues. May inform team members of IEP components upon request.	Educator responds to messages in a timely fashion, seeking answers when not readily available. Provides team members with IEP information.	Educator seizes opportunities to enhance learning, building on questions and concerns of general education teachers or other professionals. Provides team members with IEP information.
<b>Information About Individual Learners</b>	Educator provides minimal information to families about individual learners, or the communication is inappropriate to the cultures of the families. Educator does not respond, or responds insensitively, to family concerns about learners.	Educator adheres to the school's required procedures for communicating with families. Responses to family concerns are minimal or may reflect occasional insensitivity to cultural norms.	Educator communicates with families about learners' progress on a regular basis, respecting cultural norms, and is available as needed to respond to family concerns.	Educator provides information to families frequently on learner's progress, with learners contributing to the design of the system. Response to family concerns is handled with great professional and cultural sensitivity.

Indicators / Evidence / Artifacts:

- Frequent and culturally appropriate information sent home regarding the instructional program and student progress

- Two-way communication between the teacher and families
- Frequent opportunities for families to engage in the learning process
- Email communication
- Notes of IEP meetings
- Drafts sent home prior to meetings
- Contact log

## DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

### Component 4c: Participating in a Professional Community

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY RELATIVE TO STANDARD	DEVELOPING RELATIVE TO STANDARD	PROFICIENT RELATIVE TO STANDARD	EXCEEDS STANDARD
<b>Participating in a Professional Community</b>	Educator's relationships with colleagues are negative and educator avoids being involved in school and/or district events and projects.	Educator's relationships with colleagues are cordial, and educator participates in school and/or district events and projects when specifically asked to do so.	Educator participates actively in school and district events and/or projects and maintains positive and productive relationships with colleagues.	Educator makes a substantial contribution to school and/or district events and projects and assumes a leadership role with colleagues.

#### Indicators / Evidence / Artifacts:

- Regular teacher participation with colleagues to share and plan for student success
- Regular teacher participation in professional courses or communities that emphasize improving practice
- Regular teacher participation in school initiatives
- Regular teacher participation and support of community initiatives

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**  
**Component 4d: Growing and Developing Professionally**

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY RELATIVE TO STANDARD	DEVELOPING RELATIVE TO STANDARD	PROFICIENT RELATIVE TO STANDARD	EXCEEDS STANDARD
<b>Enhancing of Content Knowledge and Pedagogical Skill</b>	Educator engages in no professional development activities to enhance knowledge or skill.	Educator participates in professional activities to a limited extent when they are convenient.	Educator seeks out opportunities for professional development to enhance content knowledge and pedagogical skill.	Educator seeks out opportunities for professional development and makes a systematic effort to conduct action research.
<b>Receptivity to Feedback From Colleagues</b>	Educator resists feedback on teaching performance from either supervisors or more experienced colleagues.	Educator accepts, with some reluctance, feedback on teaching performance from both supervisors and professional colleagues.	Educator welcomes feedback from colleagues when made by supervisors or when opportunities arise through professional collaboration.	Educator seeks out feedback on teaching from both supervisors and colleagues.
<b>Service to the Profession</b>	Educator makes no effort to share knowledge with others or to assume professional responsibilities.	Educator finds limited ways to contribute to the profession.	Educator participates actively in assisting other educators.	Educator initiates important activities to contribute to the profession.

Indicators / Evidence / Artifacts:

- Frequent teacher attendance in courses and workshops; regular academic reading
- Participation in learning networks with colleagues; regular sharing of feedback
- Participation in professional organizations supporting academic inquiry

## DOMAIN 4: PROFESSIONAL RESPONSIBILITIES

### Component 4e: Showing Professionalism

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY RELATIVE TO STANDARD	DEVELOPING RELATIVE TO STANDARD	PROFICIENT RELATIVE TO STANDARD	EXCEEDS STANDARD
<b>Integrity and Ethical Conduct</b>	Educator displays dishonesty in interactions with colleagues, students, and the public.	Educator is honest in interactions with colleagues, students, and the public.	Educator displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public.	Educator can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues.
<b>Advocacy</b>	Educator contributes to school practices that are negative toward students with disabilities.	Educator does not knowingly contribute to school practices that are negative toward students with disabilities.	Educator models advocacy for students by working within the context of a particular team or department to ensure that all students with disabilities receive a fair opportunity to succeed.	Educator models advocacy and instructs students in self-advocacy skills making a particular effort to challenge negative attitudes and helps ensure that all students with disabilities are honored in the school.
<b>Decision Making</b>	Educator makes decisions and recommendations based on self-serving interests.	Educator's decisions and recommendations are based on limited though genuinely professional considerations.	Educator maintains an open mind and participates in team or departmental decision-making.	Educator takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards.
<b>Compliance with School and District Regulations</b>	Educator does not comply with school and district regulations.	Educator complies minimally with school and district regulations, doing just enough to get by.	Educator complies fully with school and district regulations.	Educator complies fully with school and district regulations, taking a leadership role with colleagues.

Indicators / Evidence / Artifacts:

- Teacher having a reputation as someone who can be trusted and often being sought as a sounding board

- Teacher frequently reminding participants during committee or planning work that students are the highest priority
- Teacher supporting students, even in the face of difficult situations or conflicting policies
- Teacher challenging existing practice in order to put students first
- Teacher consistently fulfilling school district mandates regarding policies and procedures

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**  
**Component 4f: Special Education Responsibilities**

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY RELATIVE TO STANDARD	DEVELOPING RELATIVE TO STANDARD	PROFICIENT RELATIVE TO STANDARD	EXCEEDS STANDARD
<b>Special Education Evaluation and Assessment</b>	Educator has vague or inaccurate knowledge of and rarely adheres to applicable laws, policies, regulations, and procedures including assessment and evaluation procedures. Often makes critical errors in procedure or documentation and fails to complete most student assessments and evaluations on time or at all.	Educator has an incomplete knowledge of and sometimes adheres to applicable laws, policies, regulations, and procedures, including assessment and evaluation procedures. Makes errors in paperwork and does not complete all student assessment and evaluations on time.	Educator has knowledge of and adheres to applicable laws, policies, regulations and procedures including assessment and evaluation procedures. Educator maintains accurate documentation, completing student assessments and evaluations within required timelines.	Educator has extensive comprehensive knowledge and adheres to applicable laws, policies, regulations, and procedures, including assessment, and evaluation procedures and maintains accurate documentation, completing all student assessments and evaluations within required timelines.
<b>IFSP/IEP Meeting Preparation and Facilitation</b>	Educator rarely adheres to applicable laws, policies, regulations, and procedures by not being prepared for meetings, failing to have or to use relevant data, and/or failing to involve all required participants in IFSP/IEP meetings. Resolutions are usually not determined and/or follow up rarely occurs.	Educator sometimes adheres to some applicable laws, policies, regulations and procedures by being prepared for only a few meetings but not always having relevant data, not involving all required participants in IFSP/IEP meetings, and not guiding discussions nor following up or monitoring intended actions and outcomes.	Educator adheres to applicable laws, policies, regulations, and procedures by being prepared for meetings with relevant data, involving required participants in IFSP/IEP meetings, then following up and monitoring any intended actions and outcomes.	Educator always adheres to applicable laws, policies, regulations and procedures by being prepared for all meetings with relevant data. Involves all required participants in IFSP/IEP meetings, guiding discussions toward clearly articulated goals with maximum efficiency, and assessing outcomes for adjustment & improvement.

<p><b>Student Progress Toward IFSP/IEP Goals</b></p>	<p>Special Educator has no system for maintaining information on student progress, or the system is in disarray, or inaccurate.</p>	<p>Special Educator’s system for maintaining information on student progress is rudimentary and partially effective.</p>	<p>Special Educator’s system for maintaining information on student progress is effective, and can be easily and accurately reported to students and parents.</p>	<p>Special Educator’s system for maintaining information on student progress is fully effective. Students may contribute information and interpretation of the records.</p>
<p><b>Maintenance of Records</b></p>	<p>Educator adheres to few applicable laws, policies, regulations, and procedures by not maintaining records and/or not maintaining accurate records based on district guidelines/expectations.</p>	<p>Educator adheres to some applicable laws, policies, regulations, and procedures by sometimes maintaining records that are partially accurate and consistent with district guidelines/expectations.</p>	<p>Educator adheres to applicable laws, policies, regulations, and procedures by maintaining accurate records consistent with district guidelines and expectations.</p>	<p>Educator adheres to applicable laws, policies, regulations, and procedures by maintaining accurate records consistent with district, state and federal guidelines and expectations.</p>
<p><b>Collection and Utilization of Data</b></p>	<p>Educator’s data is not collected or available for the development of an individual education plan.</p>	<p>Educator’s data collection is inconsistent or lacks the frequency necessary to develop individual education plans that guide instruction or other services for students.</p>	<p>Educator collects data to develop student goals creating clear individual education plans that are effective in guiding appropriate instruction or other services for students.</p>	<p>Educator collects data to develop student goals creating clear individual education plans that are effective and efficient in guiding appropriate instruction or other services for students.</p>
<p><b>Providing IEP Paperwork in Timely Manner</b></p>	<p>Initial and 3-year evaluations are not completed in an appropriate timeframe. IFSP/IEPs are not conducted annually. Special Educator fails to provide written notice to parents/staff within an appropriate timeframe. No procedural safeguards are provided.</p>	<p>IFSP/IEPs, 3-year evaluations and initial evaluations are conducted but not in a timely manner. Special Educator provides notice to family/staff but not enough notice for most people to attend. No procedural safeguards are provided.</p>	<p>IFSP/IEPs, 3-year evaluations and initial evaluations are conducted in a timely manner. Special Educator provides notice to family/staff within an appropriate time frame for all members to attend. Procedural safeguards are provided.</p>	<p>IFSP/IEPs, 3-year evaluations and initial evaluations are conducted in a timely manner. Educator provides notice to family/staff and sends reminders before meeting is to occur. Also provides family/staff with drafts of meeting agendas and/or IEPs. Procedural safeguards are provided.</p>

<p style="text-align: center;"><b>Management of Support Staff and Resources</b></p>	<p>Program assistants are not used efficiently and the educator has little knowledge of external support programs and when to refer students.</p>	<p>Program assistants are underutilized to support special education students with holes in their schedule or assigned to support students where power struggles or missed learning time occur. The educator misses opportunities to access external supports.</p>	<p>Educator utilizes program assistants to support special education students and uses knowledge of external supports to refer students efficiently and effectively.</p>	<p>Program assistants are scheduled and utilized effectively to support students based on their individual strengths. In addition, the educator uses knowledge of external supports to refer students efficiently and effectively.</p>
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Indicators / Evidence / Artifacts:

- The educator ensures required meetings (referral, evaluation, IFSP/IEP) include all required team members, adhere to established protocols, and are held within required timelines.
- The educator ensures eligibility, IFSP/IEP, and other related documents are completed accurately and within legal time constraints
- Data informs and guides IFSP/IEP meetings and the development of goals and objectives

## DOMAIN 5: STUDENT LEARNING AND GROWTH

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY RELATIVE TO STANDARD	DEVELOPING RELATIVE TO STANDARD	PROFICIENT RELATIVE TO STANDARD	EXCEEDS STANDARD
<b>Student Growth</b>	The teacher demonstrates little or no student growth over the course of an academic year.	The teacher demonstrates growth but does not meet the collaboratively established student growth goal.	The teacher demonstrates growth that meets the collaboratively established student growth goal.	The teacher demonstrates growth that exceeds the collaboratively established student growth goal.
<b>Rigor</b>	The teacher makes no attempt to establish goals using the goal setting process.	The teacher makes little effort to set rigorous goals as a part of the goal setting process.	The teacher sets rigorous goals as a part of the goal setting process.	The teacher sets rigorous goals as a part of the goal-setting process and supports other staff in the setting of rigorous student growth goals.
<b>Progress Monitoring</b>	The teacher does not complete the goal setting process.	The teacher makes little effort to adjust strategies throughout the school year as a part of the goal setting process.	The teacher continuously monitors student progress, adjusting strategies as needed, as a part of the goal-setting process.	The teacher continuously monitors student progress, adjusting strategies as needed, as a part of the goal setting process and supports other staff to adjust strategies to achieve student growth goals.

### Indicators / Evidence / Artifacts:

- Work samples
- Data Sheets
- Pre- / Post- test scores
- Teacher developed rubrics
- OAKS scores