Warrenton Hammond School District

Teacher Growth & Evaluation Handbook

A Comprehensive System of Growth and Evaluation Designed to Support

Best Practices in Teaching and Learning

04/24/13

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Warrenton-Hammond School District
Job Description

Job Title: Teacher – Elementary School
Reports To: Principal

JOB SUMMARY

This position provides education services to elementary school students in a classroom setting. Instructs students, maintains student discipline and is responsible for student academic achievement.

ESSENTIAL DUTIES AND RESPONSIBILITIES
Essential duties of this position include the following. Employees in this position perform some or all of the following tasks. Other duties may be assigned.

1. Follows and maintains knowledge of all District policy(ies) and procedures.
2. Develops and maintains a classroom environment conducive to effective learning within the limits of the resources provided by the District.
3. Instructs students and assigns relevant homework.
4. Grades papers, assignments and assessments promptly and accurately.
5. Tests and evaluates students' abilities and progress.
6. Prepares report cards and progress reports.
7. Plans a program of study that meets the individual needs, interests, and abilities of students.
8. Assists in the selection of books, equipment, and other instructional materials.
9. Plans and supervises purposeful assignments for teacher aide(s).
10. Develops appropriate curriculum and educational materials for various subjects of study.
11. Utilizes a variety of instructional techniques and instructional media, consistent with the needs and capabilities of the individuals or student groups involved.
12. Supervises large groups of children at recess and lunch ensuring safety and security at all times.
13. Assesses the accomplishments of students on a regular basis and maintains such records as required by law and by District policy.
14. Takes all responsible precautions to provide for the health and safety of the students and to protect equipment, materials and facilities.
15. Works to establish and maintain open lines of communication with students and their parents concerning both the broad academic and behavioral progress of their students.
16. Works to establish and maintain open lines of communication with the administration, other staff members, and District patrons.
17. Assists in determining and evaluating educational goals consistent with District philosophy and strives to implement those goals by instruction and action.
18. Cooperates with other members of the staff in planning instructional goals, objectives, curriculum and instructional methods.
19. Assists the administration in implementing policies and rules governing student activities and conduct.
20. Maintains appropriate certifications and training hours as required.
21. Complies with applicable District, state, local and federal laws, rules and regulations.
22. Attends work regularly and is punctual.

MARGINAL DUTIES AND RESPONSIBILITIES

Marginal duties of this position include the following. Employees in this position perform some or all of the following tasks. Other duties may be assigned.

1. Attends in-service trainings.
2. Attends staff, IEP and grade level meetings.
3. Substitutes for other teachers, as necessary.

SUPERVISORY RESPONSIBILITIES

May supervise and direct the work of educational assistants, teacher aides and/or volunteers. All school employees have some responsibility for supervising students and assisting in maintaining a safe environment.

QUALIFICATIONS

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- **Education and/or Experience:** Bachelor's degree (B.A.) or equivalent from four-year college or university. Master's degree (M.A.) or equivalent strongly preferred. Must be highly qualified under the reauthorized ESEA. Prior successful experience teaching young children in a school setting strongly preferred.

- **Interpersonal Skills:** Works well with others from diverse backgrounds. Focuses on solving conflict; maintaining confidentiality; listening to others without interrupting; keeping emotions under control; remaining open to others' ideas and contributing to building a positive team spirit. Demonstrated ability to successfully work with and teach young children.

- **Language Skills:** Ability to communicate fluently verbally and in writing in English. Ability to effectively present information and respond effectively to questions in one-on-one and small group situations with students and school staff. Ability to verbally respond to common inquiries from students. Ability to read and interpret documents such as safety rules, IEPs, operating and maintenance instructions, procedure manuals and governmental regulations. Ability to write routine reports and correspondence.

- **Mathematical Skills:** Ability to add, subtract, multiply and divide in all units of measure, using whole numbers, common fractions and decimals. Ability to compute rate, ratio and percent.

- **Reasoning Ability:** Ability to define problems, collect data, establish facts and draw valid conclusions. Ability to interpret an extensive variety of instructions in varying forms and deal with several abstract and concrete variables. Ability to problem solve and deal with a variety of concrete variables in situations where only limited standardization exists.

- **Computer Skills:** General knowledge of computer usage and ability to use e-mail, internet software and word processing software. Ability to proficiently use the following programs strongly preferred: ESIS, Excel, MS Word and Outlook Express.

- **Other Skills and Abilities***:* Demonstrated knowledge of child growth and development at each level of instruction and of the social, emotional, physical and cognitive development of young students. Possesses knowledge of effective behavior management methods. Ability to meet time lines and exercise good judgment while working in a dynamic environment.
- **Certificates, Licenses, Registrations:** Certificates as determined by the District including meeting current highly qualified requirements under the reauthorized ESEA. Must have a valid teacher's license and subject specific endorsement(s) through the Teachers Standards and Practices Commission (TSPC) and CPR/First Aid card.

PHYSICAL DEMANDS

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is regularly required to talk or hear. The employee is frequently required to walk; stand; sit; use hands for fine manipulation, handle or feel and reach with hands and arms using a keyboard and video display terminal. The employee is occasionally required to stoop, kneel or crouch. The employee must regularly lift and/or move up to 75 pounds. The employee may occasionally climb stairs or ladders. Specific vision abilities required by this job include close vision, distance vision, ability to adjust focus and peripheral vision.

Work Environment

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The work environment combines standard office setting including standard office equipment (fax, copier, phone, computer, 10-key, etc.) with the standard classroom setting. The noise level in the work environment is usually low to moderate, but occasionally high depending upon student population and activities. The employee is occasionally exposed to wet or humid conditions and outdoor weather conditions. Employee may be exposed to bodily fluids and blood-borne pathogens.

Warrenton-Hammond School District Certified Teacher Evaluation Handbook For the Improvement of Instruction

Improvement of instruction is the basis of teacher evaluation. Evaluation should be a process that is cooperative and continuous, using an approach that is systematic and objective. With a focus on professional growth, the WHSD teacher evaluation system will promote the following:

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

The teacher evaluation system for WHSD is designed around the following domains that encompass effective instruction:

I. Planning and Preparation
II. Classroom
Environment III.
Instruction
IV. Professional
    Responsibilities And;
V. Student Learning and Growth, which is the result of effective instruction.

Each of the domains can be further broken down into additional research-based performance standards that define best practice in the teaching profession. The 18 performance standards are as follows:

I. Planning and Preparation
    1. Knowledge of Content
    2. Knowledge of Students
    3. Instructional Goal Setting
    4. Lesson Design
    5. Assessment Planning
II. Classroom Environment
    6. Climate of Respect and Learning
    7. Classroom Procedures and Physical Environment
    8. Managing Student
Behavior III. Instruction
    9. Lesson Delivery
    10. Feedback to Students
    11. Assessment for Learning
IV. Professional Responsibilities
    12. Professional Growth
    13. Record Keeping and Communication
    14. Commitment to Instructional Initiatives
V. Student Learning and Growth
    15. Student Growth on Formative/Summative Assessments
    16. Student Growth on Portfolio Assessments
    17. Student Growth Measured by Performance on Standardized Assessments
    18. Student Growth on Performance Assessments

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

AN OVERVIEW OF THE EVALUATION AND OBSERVATION PROCESS

The evaluation process includes the following steps:

A. Applicable to all teachers as specified:

1. Fall Goal conference with supervisor (Including a conversation about the teacher's self-assessment)	1. Required annually for all teachers by October 1.
2. Informal Observation(s}	2. Throughout year as scheduled.
3. Formal Observation{s)	3. As required based upon teachers placement in the evaluation cycle in compliance with state law and the collective bargaining agreement.
4. A Written Evaluation & Conference {Including a conversation about the teacher's self-assessment)	4. Annually for all teachers by May 15.

Probationary Teacher Definition
Probationary teachers are those teachers in their first three years of employment in the Warrenton-Hammond School District.

B. <u>Applicable only to those teachers whose performance does not meet the standards set by the</u> district.

Program of Assistance for Improvement; "P.A.I.'s" will be used upon contract teacher non-extensions and/or when a teacher is minimally or not meeting standards.

C. <u>Frequency of Observations and Evaluations</u>

<u>Probationary teachers:</u> Annual evaluation process based upon at least two observations {and other relevant information developed by the district.) Observations include both informal and formal.

<u>Contract Teachers:</u> Formal observation process is done at a minimum once every other year (but may be done annually.) Those contract teachers who are on the observation cycle will have at least two observations.

D. <u>Evaluation Form</u>

The District provides a prescribed form for teacher evaluation.

A Timeline for the Evaluation Process and Improvement of Instruction Guide

	Probationary Teachers	Contract Teachers
August	❖ Teacher In-Service of Evaluation and Supervision Process	❖ Teacher In-Service of Evaluation and Supervision Process
September	➢ Pre-Evaluation Interview- Goal Setting ❖ Goal Writing- Professional Growth Plan ❖ Informal visits and formal observations begin	➢ Pre-Evaluation Interview- Goal Setting ❖ Goal Writing- Professional Growth Plan ❖ Informal visits and formal observations begin
October	➢ Submit written goals- (October 1} ❖ Informal visits and formal observations	➢ Submit written goals- (October 1) ❖ Informal visits and formal observations
November	❖ Informal visits and formal observations	❖ Informal visits and formal observations
December	➢ Check progress on goals ❖ Informal visits and formal observations	❖ Informal visits and formal observations
January	❖ Informal visits and formal observations	❖ Informal visits and formal observations ➢ Check progress on goals
February	❖ Informal visits and formal observations	❖ Informal visits and formal observations
March	➢ Board action on renewal/extension ➢ Notification of Employment- March 15	➢ Board action on renewal/extension ➢ Notification of Employment- March 15
April	❖ Check progress on goals ❖ Informal visits and formal observations	❖ Check progress on goals ❖ Informal visits and formal observations
May	➢ Conference concerning final evaluation report(s} ➢ Final Evaluation Report- (May 15} ❖ Informal visits and formal observations ❖ Final goals assessment concluded (planning new goals)	➢ Conference concerning final evaluation report(s) ➢ Final Evaluation Report- May 15 ❖ Informal visits and formal observations ❖ Final goals assessment concluded (planning new goals)

A program of Assistance for Improvement may be initiated at any point of Evaluation/Supervision process.

➢ Indicates mandatory component or deadline
❖ Indicates recommended component or timeline

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

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 $21st$ century skills.

b) Teachers in non-tested (state test) subjects and grades will use measures that are valid representations of student learning standards from at least two of the following three categories, based on what is most appropriate for the curriculum and students they teach.

Types of Measures for Student Learning and Growth for Teacher 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, 18, DIBELS, C-PAS, other national measures; or common assessments approved by the district or state as valid, reliable and able to be scored comparably across schools or classrooms
3	Classroom-based or school-wide measures	Student performances, portfolios, products, projects, work samples, tests

From the Oregon Framework for Teacher and Administrator Evaluation and Support Systems, July 2012

INFORMAL OBSERVATION

Informal observations may take place throughout the school year. Following are suggestions for making the informal visits helpful and meaningful.

• Observe at different times of the day.

• Observation may be by the supervisor dropping in as well as by teacher invitation.

• Exchange of feedback (verbal and/or written) should occur as soon as is practical after the observation.

• A written observation report or informal observation record will be completed when deemed appropriate by the supervisor or informal observation record.

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

FORMAL OBSERVATION PROCESS

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

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

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

> I. Planning and Preparation
>> 1. Knowledge of Content
>> 2. Knowledge of Students
>> 3. Instructional Goal Setting
>> 4. Lesson Design
>> 5. Assessment Planning
>
> II. Classroom Environment
>> 6. Climate of Respect and Learning
>> 7. Classroom Procedures and Physical Environment
>> 8. Managing Student Behavior
>
> III. Instruction
>> 9. Lesson Delivery
>> 10. Feedback to Students
>> 11. Assessment for Learning

The length of observation will determined by the quantity of standards to be assessed but sufficient in length to provide sufficient and adequate information or data.

III. Reflection Sheet
      This format is intended to be available to use and be completed by the teacher being observed. The post-observation conference will focus on the data collected by the administrator and the input from the teacher regarding the items on the Reflection Sheet.

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

<u>PLAN OF ASSISTANCE FOR IMPROVEMENT</u>

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

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

1. A description of the deficiency(ies) which need(s) to be changed (in a teacher's conduct or performance), citing specific criterion of the job description and performance standards.

2. A description of the supervisor's expectations of how the teacher is to eliminate the deficiency.

3. Assistance for achieving the desired expectation to meet the desired level of performance including criteria for measurement, assessment techniques and resources to be used.

4. Peer assistance may be used where reasonable and practicable.

5. The date by which the plan must be completed.

Upon completion of the term of the plan the staff member will, be notified that one of three actions will be taken:

1. Return to the regular evaluation program because of satisfactory improvement.

2. Continuation and extension of current Plan of Assistance for Improvement.

3. Recommendation for contract non-extension

4. Dismissal or non-renewal

Warrenton-Hammond School District Teacher Evaluation Standards and Scoring Rubric

Warrenton-Hammond Teacher Performance Standards

Domain I: Planning & Preparation
Standard 1: Knowledge of Content (Correlates with InTASC Standards 4, 5 & 7)
1.1 Shows an effective command of the subject to guide student learning.
1.2 Uses effective instructional resources, including technology, to communicate content knowledge.
1.3 Takes an active role in adopting new content standards and frameworks to their teaching.
Standard 2: Knowledge of Students (Correlates with InTASC Standards 1, 2 & 7)
2.1 Builds upon students' knowledge and experience.
2.2 Uses school and district resources to support and advocate for student needs.
2.3 Recognizes and addresses students' learning styles.
Standard 3: Instructional Goal Setting (Correlates with InTASC Standards 1, 2 & 7)
3.1 Selects appropriate instructional goals based upon national, state, and local standards.
3.2 Selects goals that are measurable and states them in terms of student learning.
3.3 Selects goals appropriate for students.
Standard 4: Lesson Design (Correlates with InTASC Standards 1, 4 & 7)
4.1 Designs coherent instruction that reflects research-based best practice.
4.2 Designs instruction that promotes critical thinking and problem solving.
4.3 Ensures that the curriculum is relevant to student needs.
4.4 Adheres to approved Scope and Sequence of subject matter.
Standard 5: Assessment Planning (Correlates with InTASC Standards 4 & 6)
5.1 Is familiar with content area, school, district, and state assessment methods and options.
5.2 Uses assessments that are congruent with instructional goals.
5.3 Develops and uses a variety of formative and summative assessment tools and information for planning, instruction, feedback, and reflection.

Domain II: Classroom Environment
Standard 6: Climate of Respect and Learning (Correlates with InTASC Standards 2, 3, 5 & 6)
6.1 Creates an environment that promotes equity, respect, and positive interpersonal interactions.
6.2 Interactions are appropriate to developmental and cultural norms.
6.3 High expectations for student success, quality work, and student achievement.
6.4 Students are actively engaged.
Standard 7: Classroom Procedures and Physical Environment (Correlates with InTASC Standards 3 & 4)
7.1 Develops and employs classroom procedures that promote student learning and facilitate positive classroom interaction consistent with building and district programs.
7.2 Designs a safe and accessible classroom environment for all students.
7.3 Facilitates smooth transitions with little loss of instructional time.
7.4 Ensures all students have access to materials, technology, and necessary resources.
Standard 8: Managing Student Behavior (Correlates with InTASC Standard 3)
8.1 Clearly communicates and enforces classroom and school expectations.
8.2 Addresses inappropriate behavior consistently and appropriately.
8.3 Proactively addresses student behavior.

Domain III: Instruction
Standard 9: lesson Delivery (Correlates with InTASC Standards 2, 4, 5, 7 & 8)
9.1 Exhibits lesson delivery that is clear, reflects appropriate pacing, and uses a variety of effective teaching strategies.
9.2 Activates students' prior knowledge.
9.3 Differentiates instruction to meet the needs of diverse learners.
9.4 Uses a variety of questioning and discussion techniques that elicit student reflection and higher order thinking.
Standard 10: Feedback to Students (Correlates with InTASC Standards 6 & 8)
10.1 Demonstrates ability to listen to students and responds appropriately.
10.2 Provides constructive feedback that facilitates learning and academic growth.
10.3 Provides constructive feedback that is consistent, ongoing, timely and in a variety of forms.

Standard 11: Assessment for learning (Correlates with InTASC Standards 6, 7 & 9)

    11.1 Uses assessment data to prepare for individual and group instruction, including re-teaching when necessary.

    11.2 Uses formative assessment during classroom instruction to facilitate student learning.

    11.3 Demonstrates the ability to use summative assessments to guide and inform instruction through the collection, maintenance, and analysis of classroom, district, and state assessments.

Domain IV: Professional Responsibilities

Standard 12: Professional Growth (Correlates with InTASC Standards 4, 6, 9 & 10)

    12.1 Actively participates in professional development opportunities relevant to teaching assignment.

    12.2 Actively engages in meaningful goal setting.

    12.3 Pursues professional growth through reflection, self-assessment, learning, and knowledge of best practices.

Standard 13: Record Keeping and Communication (Correlates with InTASC Standards 3, 6, 7, 9 & 10)

    13.1 Carries out duties as assigned.

    13.2 Maintains accurate records according to district and building protocols.

    13.3 Knows and adheres to district job description and standards of performance including Competent and Ethical Educator Standards.

    13.4 Maintains appropriate confidentiality.

    13.5 Communicates effectively and respectfully with all stakeholders: students, parents, colleagues and supervisor.

    13.6 Facilitates meetings effectively.

    13.7 Effectively and appropriately collaborates with colleagues and other professionals.

Standard 14: Commitment to Instructional Initiatives (Correlates with InTASC Standards 9 & 10)

    14.1 Is aware of, and supports, building and district instructional priorities.

    14.2 Knows and actively participates in building and district instructional initiatives.

Domain V: Student Learning and Growth

Standard 15: Student Growth on Formative/Summative Assessments (Correlates with InTASC Standard 6)

    15.1 Is aware of student academic growth.

    15.2 Can show proof of student growth.

Standard 16 Student Growth on Portfolio Assessments (Correlates with InTASC Standard 6)

    16.1 Maintains a comprehensive portfolio of student work.

    16.2. Uses a proficiency based rubric to score student work.

Standard 17: Student Growth Measured by Performance on Standardized Assessments (Correlates with InTASC Standard 6)

    17.1 Administers/utilizes appropriate standardized assessments adhering to Professional guidelines.

    17.2. Designs and delivers instruction based on content standards to prepare students for standardized assessments.

Standard 18: Student Growth on Performance Assessments (Correlates with InTASC Standard 6)

    18.1 Maintains appropriate records to document student growth.

    18.2. Uses an appropriate proficiency based rubric to assess student growth.

Guiding Questions:
 *Does the teacher show an effective command of the subject to guide student learning?
 *Does the teacher use effective instructional resources, including technology, to communicate content knowledge?
 *Does the teacher take an active role in adopting new content standards and frameworks to teaching?

Unsatisfactory	*Basic*	*Proficient*	*Exemplary*
The teacher does not have a command of the subject. There are many student misconceptions about content material covered. Very few resources are used to communicate content knowledge. The content taught is seldom related to national, state, or district standards. The teacher is unaware or has little knowledge of content standards.	The teacher has a satisfactory command of subject knowledge. Adequate resources are used to communicate content knowledge, and the content taught is sometimes related to national, state, or district standards. The teacher is aware of some content standards and uses them to guide instruction.	The teacher has a strong command of the subject. Resources are used to communicate content knowledge, and the content taught can easily be related to national, state, or district standards. The teacher has strong content knowledge and uses that knowledge to guide instruction.	High levels of intrinsic motivation mark authentic learning. Extensive resources are used to communicate content knowledge, and the content taught can easily be related to national, state, or district standards. The teacher has deep content knowledge and uses that knowledge to guide instruction.

Possible evidence to look for:
 * Posted goals and/or learning targets in the classroom that includes content material.
 * Deep knowledge of content is communicated in a variety of forms (classroom artifacts, resources made available to students, etc.).
 * Student success on classroom-based assessments.
 *The teacher has a strong command of her subject matter and possesses deep content knowledge.
 *The teacher is always learning new things about the content.

The following definitions are used as a guide to evaluate teacher's performance. Unsatisfactory (U): The performance is unacceptable and must improve significantly. Basic (B): The performance is satisfactory, but there are specific areas that can be improved. Proficient (P): The performance is strong, and there are minimal weaknesses. Exemplary (E): The teacher's skills in this content area are in the top 10% of their field and serve as a model and example to other teachers and administrators. There must be significant evidence for a teacher to be ranked Exemplary on a teaching standard.

Guiding Questions:
  *Does the teacher build upon students' knowledge and experience?
  *Does the teacher use school and district resources to support and advocate for student needs?
  *Does the teacher recognize and address students' learning styles?

Unsatisfactory	*Basic*	*Proficient*	*Exemplary*
The teacher does not build upon students' prior knowledge or experience. The teacher is unaware of a students' cultural background, and puts forth little effort to understand student background, culture, and learning style. The teacher rarely accesses school or district resources to meet student needs. The teacher seldom understands or seeks out the learning styles of his/her students.	The teacher builds upon students' prior knowledge and experiences. The teacher is sometimes aware of the cultural differences in a student's background, and sometimes puts forth effort to understand student background, culture, and learning style. The teacher uses this knowledge to adjust whole group instruction, but rarely adjusts or accommodates individual instruction. The teacher occasionally access school or district resources to meet student needs.	The teacher builds upon students' prior knowledge and experiences and is aware of the cultural differences of the majority of the students. The teacher puts forth effort to understand student background, culture, and learning style to make instructional and individual adjustments based upon this knowledge. The teacher accesses school or district resources to meet student needs.	The teacher builds upon students' prior knowledge and experiences and is acutely aware of the cultural differences of all students. The teacher puts forth great effort to understand student background, culture, and learning style and frequently makes instructional and individual adjustments based upon this knowledge. The teacher often accesses school or district resources to meet student needs. The teacher seeks out the learning styles of the students and actively designs instruction that will most closely match the learning needs of all students.

Possible evidence to look for:
- The teacher has participated in professional development opportunities related to, cultural competency, understanding poverty, or other workshops to understand student backgrounds, cultural, and learning styles.
- The teacher demonstrates understanding and knowledge of a variety of learning styles and prepares the appropriate strategies.
- The teacher adjusts and modifies lessons based upon the learning styles and cultural needs of all students.

Guiding Questions:
  *Does the teacher select appropriate instructional goals based upon national, state and local standards?
  *Does the teacher select goals that are measurable and state them in terms of student learning?
  *Does the teacher select goals appropriate for students?

Unsatisfactory	*Basic*	*Proficient*	*Exemplary*
The teacher has minimal knowledge of state content standards. Lesson plans are minimal. Goals that are developed are not stated in terms of student learning, and are difficult to measure. Few goals are designed for students with different learning styles or cultural backgrounds.	The teacher has adequate knowledge of state content standards. Lesson plans sometimes include instructional goals that cannot be easily measured. The teacher has limited goals for students with different learning styles or cultural backgrounds.	The teacher has definite knowledge of state content standards. Lesson plans include daily learning goals/objectives. Instructional goals are stated in terms of student learning. Students are encouraged to be a part of the goal setting process. The teacher monitors goals they have set and adjusts them based upon student learning.	The teacher has an expert knowledge of state content standards. Lesson plans are detailed and include daily learning goals/objectives. Instructional goals are stated in terms of student learning and can be measured. The teacher is able to set goals for students with different learning styles or cultural backgrounds and use those goals to guide instruction. The teacher consistently monitors goals they have set and adjusts them based upon student learning.

Possible evidence to look for:
  • The teacher is familiar with national, state, district, and school content standards and uses those standards in planning.
  • The teacher has set learning goals for students that can be measured.
  • Year-long, unit, and weekly lesson plans have been developed that include instructional goals and learning outcomes.
  • Lesson and unit objectives are written on the board or posted in the classroom for students to see and understand.
  • Standards, goals and learning objectives are communicated with stakeholders.

Guiding Questions:
  *Does the teacher design coherent instruction that reflects research-based best practices?
  *Does the teacher design instruction that promotes critical thinking and problem solving?
  *Does the teacher ensure that the curriculum is relevant to student needs?
  *Does the teacher adhere to the approved scope and sequence of the subject matter?

Unsatisfactory	Basic	Proficient	Exemplary
The teacher's long-range instructional plans are very limited. Lessons are not thoughtful, relevant, and engaging for students. The plans that have been developed tend to be only for the near future and are limited to activities rather than outcomes that can be measured or able to authentically engage students in relevant and meaningful school work.	The teacher has developed long-range instructional plans and has a system for lesson design that promotes critical thinking and problem-solving. The curriculum design is somewhat relevant to student needs and is occasionally focused on measurable outcomes. The teacher sometimes uses appropriate resources beyond the textbook.	The designed lessons have articulated long range and short term outcomes that are almost always focused on student learning. The lesson design reflects research-based best practices, critical thinking, problem-solving, and project-based learning. The planned lesson is almost always relevant to student needs and interests and is adjusted as the learning progresses throughout the year, so that it almost always current, relevant, and engaging. The teacher uses resources beyond the textbook to enhance instruction.	The designed lesson has articulated long range and short term outcomes that are always focused on student learning. The lesson design reflects research-based best practices, promotes critical thinking, problem-solving and project-based learning. The planned lesson is highly relevant to student needs and interests and is adjusted as the learning progresses throughout the year, so that it is always current, relevant, and engaging. The teacher uses resource s beyond the textbook to enhance instruction.

Possible evidence to look for:
- Year-long, unit, and weekly lesson plans are detailed, age appropriate, and relevant to student needs and interests.
- The teacher has a variety of learning options planned so students have several ways and opportunities to demonstrate learning.
- The teacher is familiar with best practices research and applies it to lesson design.

Guiding Questions:
  *Is the teacher familiar with the content area and with school, district and state assessment methods and options?
  *Does the teacher use assessments that are congruent with instructional goals?
  *Does the teacher develop and use a variety of formative and summative assessment tools and information for planning instruction, feedback and reflection?

Unsatisfactory	*Basic*	*Proficient*	*Exemplary*
The teacher is not familiar with the wide variety of state, district, and school assessment methods and options. As a result, the teacher is not able to use those assessments effectively and does not use them to guide instruction. The teacher uses very few formative and summative assessment tools and rarely collaborates when it comes to assessment planning.	The teacher is partially aware of district, school, and state assessments and occasionally uses formative and summative assessments to guide instruction. The assessments are at times congruent with instructional goals for students. The teacher sometimes collaborates with colleagues in the planning and use of assessments.	The teacher is generally aware of district, school, and state assessments and as a rule uses formative and summative assessments to guide instruction. The assessments are congruent with whole group and individual instructional goals. The teacher usually collaborates with others to plan common assessments.	The teacher is acutely aware of district, school, and state assessments and effectively uses a variety of formative and summative assessments to guide instruction. The assessments are strongly congruent with whole group and individual instructional goals. The teacher also designs formative assessments and frequently collaborates with others to plan common assessments.

Possible evidence to look for:
  • A variety of formative and summative assessments are in use.
  • The teacher has an organized assessment system that can be easily explained and understood.
  • The teacher keeps detailed records of assessments and uses those records to develop relevant and rigorous unit, weekly, and daily lesson plans.
  • The teacher knows and can communicate the level and needs of students based upon formative and summative assessments.

Guiding Questions:
  *Does the teacher create an environment that promotes equity, respect and positive interpersonal interactions?
  *Are the teacher's interactions with students appropriate to developmental and cultural norms?
  *Does the teacher have high expectations for student success, quality work and student achievement?
  *Are students actively engaged?

Unsatisfactory	Basic	Proficient	Exemplary
The teacher has not been able to create a classroom environment that promotes equity, respect, and positive interactions. Inappropriate interactions between students are common. The teacher does not have high expectations for student success, quality work, or achievement. Passive, retreating, or rebellious actions mark student behavior. Students are occasionally engaged and demonstrating learning.	The teacher has created an environment that sometimes supports equity, respect, and positive interactions. Student to student interactions are sometimes positive and appropriate to cultural norms. There are expectations for student success, quality work, and achievement, but those expectations only sometimes result in student engagement and learning. Students are engaged and sometimes demonstrate learning and achievement in a variety of ways.	The teacher has created an environment that typically promotes equity, respect, and positive interactions. Student to student interactions are frequently positive and appropriate to cultural norms. There are appropriate expectations for student success, quality work, and achievement. Student engagement and learning is frequently evident and demonstrated in a variety of ways.	The teacher has created an environment that strongly promotes equity, respect and positive interactions. Student to student interactions are consistently positive and appropriate to cultural norms. There are high expectations for student success, quality work, and achievement. Student engagement and authentic learning are consistently evident and is demonstrated in a variety of ways.

Possible evidence to look for:
  • Classroom and student displays promote a climate of learning and respect.
  • Students treat other students, staff, and community in positive and appropriate ways.
  • The teacher intervenes when necessary to establish and promote a classroom of respect and learning.
  • The teacher demonstrates knowledge of behavior systems and uses them effectively.
  • Students treat equipment, materials, and facilities with respect.

Guiding Questions:
  *Does the teacher develop and employ classroom procedures that promote student learning and facilitate positive classroom interaction consistent with
   building and district programs?
  *Does the teacher design a safe and accessible classroom environment for all students?
  *Does the teacher facilitate smooth transitions with little loss of instructional time?
  *Does the teacher ensure all students have access to materials, technology and necessary resources?

Unsatisfactory	*Basic*	*Proficient*	*Exemplary*
The teacher does not have a clear system to manage classroom procedures; as a result, student learning is compromised. The classroom environment is not always safe and accessible for all. There is loss of instructional time during transitions and students do not have consistent access to the materials they need to be successful.	The teacher has a fairly clear system to manage classroom procedures; as a result, student learning is sometimes supported. Most of the time the classroom environment is safe and accessible for all. There is some loss of instructional time during transitions and students do not usually have access to the materials they need to be successful.	The teacher has developed an effective and efficient system to manage classroom procedures; as a result, student learning is frequently supported. The classroom environment is safe and accessible for all. There is little loss of instructional time during transitions and students have consistent access to materials they need to be successful.	The teacher has developed an extremely effective and efficient system to manage classroom procedures; as a result, student learning is consistently supported. The classroom environment is safe and accessible for all. There is no loss of instructional time during transitions and students have high access to the materials they need to be successful.

Possible evidence to look for:
- Classroom is organized and welcoming.
- Transitions are smooth and maximize instruction.
- The teacher has a clear and articulated system for managing all classroom procedures.
- Students know, understand, and can explain classroom procedure to others.
- Classroom displays are appropriate and relevant to teaching assignment.

Guiding Questions:
  *Does the teacher clearly communicate and enforce classroom and school expectations?
  *Does the teacher address inappropriate behavior consistently and appropriately?
  *Does the teacher proactively address student behavior?

Unsatisfactory	*Basic*	*Proficient*	*Exemplary*
The teacher does not have a clear system of classroom expectations and does not clearly communicate or enforce classroom and school expectations. As a result, inappropriate student behavior occurs on a regular basis. The teacher is reactionary- usually reacting to negative behavior rather than preventing it in a positive way.	The teacher has developed classroom expectations that are sometimes effective. Classroom and school expectations are communicated and enforced on a regular basis; however, student behavior is appropriate only some of the time. The teacher is sometimes proactive, and is not able to prevent negative behavior through monitoring, pre-teaching, reminders and positive reinforcement.	The teacher has developed classroom expectations that are frequently effective. Classroom and school expectations are frequently communicated and enforced. The teacher is involved in supporting positive behavior beyond the classroom. Student behavior is usually appropriate. The teacher is frequently proactive and able to prevent negative behavior through monitoring, pre-teaching, reminders, and positive reinforcement.	The teacher has developed consistently effective classroom expectations. Classroom and school expectations are consistently communicated and enforced. The teacher is involved in supporting positive behavior beyond the classroom. Student behavior is almost always appropriate. The teacher is consistently proactive, and is able to prevent negative behavior through monitoring, pre-teaching, reminders, positive reinforcement and a host of other strategies.

Possible evidence to look for:
- The teacher is familiar with, and uses, effective behavior strategies to maintain positive behavior in the classroom.
- Students are well-behaved, treat one another with respect, and follow directions.
- Classroom expectations are posted, regularly taught, re-taught and reinforced.
- Students demonstrate awareness of the classroom and school expectations.

Guiding Questions:
  *Does the teacher exhibit clear lesson delivery, reflect appropriate pacing and use a variety of effective teaching strategies?
  *Does the teacher activate students' prior knowledge?
  *Does the teacher differentiated to meet the needs of diverse learners?
  *Does the use a variety of questioning and discussion techniques to elicit student reflection and higher order thinking?

Unsatisfactory	*Basic*	*Proficient*	*Exemplary*
The teacher's lesson is unclear or difficult to understand. The teacher is unaware of the need and importance of activating students' prior knowledge. There is little evidence of higher level thinking or problem-solving. The teacher occasionally uses effective questioning techniques and rarely differentiates instruction to meet the needs of students. Students are occasionally engaged in learning.	Sometimes the teacher's lesson is clear and easy to understand. The teacher only sometimes applies strategies to access students' prior knowledge. There is some evidence of higher level thinking and problem-solving. The teacher uses some effective questioning techniques, and sometimes differentiates instruction to meet the needs of students. Students are engaged in learning some of the time.	The teacher's lesson is clear and easy to understand. The teacher frequently activates students' prior knowledge. Higher level thinking and problem-solving frequently occur. The teacher frequently uses effective questioning techniques and differentiates instruction to meet the need of students. Active engagement and student ownership are evident in the classroom.	The teacher's lesson is clear and easy to understand. The teacher consistently activates students' prior knowledge. Higher level thinking and problem-solving consistently occur. The teacher consistently uses a variety of questioning techniques and strategies, to differentiate instruction to meet the needs of all students. High levels of active engagement and student ownership are consistently evident in the classroom.

 Possible evidence to look for:
- Students are actively engaged in learning.
- The teacher is organized, knows the required learning targets, and effectively communicates objectives to students.
- Students are able to communicate learning targets and objectives are clear to the students.
- The teacher uses questioning strategies throughout lesson delivery.
- Instructional delivery is differentiated to meet the learning needs of all students.
- A variety of strategies, (i.e. technology, cooperative learning, use of art, service learning) are used to deliver instruction.

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Guiding Questions:
  *Does the teacher demonstrate the ability to listen to students and respond appropriately?
  *Does the teacher provide constructive feedback that facilitates learning and academic growth?
  *Does the teacher provide constructive feedback that is consistent, ongoing, timely and in a variety of forms?

Unsatisfactory	Basic	Proficient	Exemplary
Teacher feedback provided to students is not respectful, not constructive, and/or does not motivate students to improve their academic or behavior performance. Appropriate feedback techniques are not used.	Teacher feedback provided to students is sometimes respectful, and/or motivate students to improve their academic and behavior. Appropriate feedback techniques are sometimes used.	Teacher feedback provided to students is usually respectful, constructive and motivates students to improve their academic or behavior performance. Appropriate feedback techniques are used.	Teacher feedback provided to students is consistently respectful, constructive and motivates students to improve their academic or behavior performance. Appropriate feedback techniques are used.

Possible evidence to look for:
- Students are not afraid to make mistakes or ask questions.
- There is an attitude of continuous progress that is pervasive throughout the class.
- Students are willing to take risks in their learning.
- Students are motivated to improve..
- The teacher sets high expectations through meaningful feedback and encourages students to meet those high expectations by providing the necessary support.
- The teacher can produce evidence of systems designed to facilitate frequent, consistent, specific feedback.
- Teacher designs questions with the purpose of determining student understanding so that they can provide meaningful feedback.
- Frequency, specificity, and consistency of feedback.

Guiding Questions:
 *Does the teacher use assessment data to prepare for individual and group instruction, including re-teaching when necessary?
 *Does the teacher use formative assessments during classroom instruction to facilitate student learning?
 *Does the teacher demonstrate the ability to use summative assessments to guide and inform instruction through the collection, maintenance and analysis of classroom, district and state assessments?

Unsatisfactory	*Basic*	*Proficient*	*Exemplary*
Assessment data is not used to guide instruction. The teacher is unfamiliar with how assessments can be used to inform instruction; as a result, the instruction delivered is frequently irrelevant.	Assessment data is sometimes used to inform instruction. The teacher is not sure when to use formative assessments and when to use summative assessments. The teacher does not have a clear system of tracking assessments, and therefore does not accurately know the performance level of students.	Assessment data is used to inform instruction; as a result the instruction is relevant and engaging for most students. Students are somewhat familiar with their own assessment data and have ownership over their learning. The teacher effectively tracks assessments and accurately addresses the performance levels of most of her students. Knowledge and practice of assessments beyond the district and state options are usually present.	Assessment data is used to inform instruction; as a result the instruction is relevant and engaging for all students. Students are familiar with their own assessment data and have ownership over their learning. The teacher has an effective and clear system of tracking assessments and accurately addresses the performance levels of her students. Deep knowledge and practice of assessments beyond the district and state options are clearly present.

Possible evidence to look for:
- The teacher can describe how assessment is used prior to, during, and after instruction.
- The teacher knows the difference and distinct uses of formative and summative assessments.
- The teacher maintains detailed assessment data and records of student performance.

Guiding Questions:
  *Does the teacher actively participate in professional development opportunities relevant to his or her teaching assignment?
  *Does the teacher actively engage in meaningful goal setting?
  *Does the teacher pursue professional growth through reflection, self-assessment, learning and knowledge of best practices?

Unsatisfactory	*Basic*	*Proficient*	*Exemplary*
The teacher and does not take advantage of professional development opportunities when they arise. The teacher does not engage in meaningful goal setting. The teacher has little knowledge about best practices.	The teacher sometimes takes advantage of professional development opportunities when they arise. The teacher sometimes engages in meaningful goal setting. The teacher is somewhat knowledgeable about best practices.	The teacher frequently takes advantage of professional development opportunities when they arise. The teacher engages in meaningful goal setting. The teacher is knowledgeable about best practices.	The teacher consistently takes advantage of professional development opportunities when they arise. In addition, the teacher demonstrates leadership by taking on various leadership roles relevant to the profession. The teacher engages in meaningful goal setting. The teacher is extremely knowledgeable about best practices.

Possible evidence to look for:
- The teacher can describe best practices when it comes to instruction.
- The teacher pursues professional growth opportunities and applies the learning.
- The teacher displays the qualities of a learner that include the habits of reading, writing, reflection, and sharing with others.
- The teacher is seeking to improve performance through professional growth opportunities.

Guiding Questions:

*Does the teacher carry out assigned duties?

*Does the teacher maintain accurate records according to district and building protocols?

*Does the teacher know and adhere to the district job description and standards of performance including the Competent and Ethical Educator Standards?

*Does the teacher maintain appropriate confidentiality?

*Does the teacher communicate effectively and respectfully with all stakeholders: students, parents, colleagues and supervisor?

*Does the teacher facilitate meetings effectively?

*Does the teacher effectively and appropriately collaborate with colleagues and other professionals?

Unsatisfactory	*Basic*	*Proficient*	*Exemplary*
The teacher struggles to follow directions and carry out assigned duties. The teacher needs constant reminders to turn in paperwork and complete required reports. The teacher's record-keeping is not accurate or complete, and has trouble explaining it to others. The teacher is frequently not available to others and does not return phone communications consistently. At times the teacher does not respond in a professional manner. The teacher does not effectively communicate with stakeholders. The teacher does not effectively collaborate. The teacher does not effectively facilitate necessary meetings.	The teacher carries out most duties as assigned, maintains accurate records but sometimes needs reminders to complete necessary paperwork or reports. The teacher responds professionally most of the time and is available to others when needed. The teacher sometimes returns communications in a timely manner. The teacher sometimes effectively communicates with stakeholders. The teacher sometimes collaborates effectively. The teacher sometimes effectively facilitates necessary meetings.	The teacher carries out all duties as assigned, maintains accurate and organized records and completes necessary paperwork or reports. The teacher responds professionally in most situations and is available to others when needed. The teacher returns communications in a timely manner. The teacher frequently initiates communication with stakeholders. The teacher frequently communicates effectively with stakeholders. The teacher frequently collaborates effectively. The teacher frequently effectively facilitates necessary meetings.	The teacher carries out all duties as assigned, maintains accurate and organized records and completes necessary paperwork or reports. The teacher responds professionally in all situations and is available to others when needed. The teacher returns phone calls and e-mails in a timely manner. The teacher frequently initiates communication with stakeholders. The teacher consistently communicates effectively with stakeholders. The teacher consistently collaborates effectively. The teacher consistently effectively facilitates necessary meetings.

Possible evidence to look for:

- The teacher can be counted on to complete all required duties, reports, paperwork and grades.
- The teacher's record-keeping system is clear, organized, up-to-date, and easy to understand.
- The teacher makes an effort to be available and returns communications in a timely manner.
- The teacher initiates communication with stakeholders.
- The teacher is an effective facilitator and is able to develop meetings, agendas, adjourn meetings on time, and develops action steps.
- The teacher has a high value for collaboration and frequently is involved in projects and activities that require collaboration.
- The teacher has a high value for positive relationships and does not engage in rumors or gossip.

Guiding Questions:
 *Is the teacher aware of and does the teacher support building and district instructional priorities?
 *Does the teacher know and actively participate in building and district instructional initiatives?

Unsatisfactory	Basic	Proficient	Exemplary
The teacher is not aware of building or district instructional initiatives and rarely directs effort toward learning about the initiatives or altering practices to change in the direction of the building or district. The teacher does not implement strategies toward the building and district instructional initiatives. The teacher has demonstrated by action and unwillingness to change, learn, or grow as a professional.	The teacher is sometimes aware of building and district instructional initiatives and directs some effort toward learning about the initiatives. The teacher sometimes alters practice to implement building and district instructional initiatives. The teacher sometimes demonstrates a willingness to change, learn, and grow as a professional.	The teacher is aware of building and district instructional initiatives and directs significant effort toward learning about the initiatives. The teacher is frequently alters practices in order to change toward the building or district instructional initiatives. The teacher demonstrates a willingness to change, learn, and grow as a professional.	The teacher is aware of building and district instructional initiatives and directs significant effort toward learning about the initiatives. Not only does the teacher alter practice in order to change but is usually a leader in helping others to embrace the change process toward the building or district instructional initiatives. The teacher demonstrates a willingness to change, learn, and grow as a professional, but is also able and willing to lead others.

Possible evidence to look for:
- The teacher supports building and district instructional priorities through increased knowledge and a change in teaching practices.
- The teacher is able to inspire others to adopt and support building and district instructional initiatives.
- The teacher is thorough, thoughtful, and able to incorporate instructional initiatives.

Guiding Questions:
*Is the teacher aware of student academic growth?
* Can the teacher show proof of student growth?

Unsatisfactory	*Basic*	*Proficient*	
Less than 70% of students in the teacher's class met the growth target on post-tests as compared to pre-tests on unit evaluations.	70% of students in the teacher's class met the growth target on post-tests as compared to pre-tests on unit evaluations.	80% of students in the teacher's class met the growth target on post-tests as compared to pre-tests on unit evaluations.	90% met th as cor evalua

Possible evidence to look for:
- Student scores/data from summative, formative, pretests, posttests, etc.

Guiding Questions:
  * Does the teacher maintain a comprehensive portfolio of student work?
  * Does the teacher use a proficiency based rubric to score student work?

Unsatisfactory	*Basic*	*Proficient*	*Exemplary*
Less than 70% of students in the class demonstrated proficiency on standards level work or above in a student portfolio.	70% of students in the class demonstrated proficiency on standards level work or above in a student portfolio.	80% of students in the class demonstrated proficiency on standards level work or above in a student portfolio.	90% of students in the class demonstrated proficiency on standards level work or above in a student portfolio.

Possible evidence to look for:
  • Scoring rubrics.
  • Portfolios, products, projects, work samples, tests, etc.

Guiding Questions:
  * Does the teacher administer/ utilize appropriate standardized assessments adhering to professional guidelines?
  * Does the teacher design and deliver instruction based on content standards to prepare students for standardized assessments?

Unsatisfactory	*Basic*	*Proficient*	*Exemplary*
Less than 65% of students achieve a grade level standard, 1 or more year's growth, or achievement target on a standardized or norm referenced exam.	65% of students achieve a grade level standard, 1or more year's growth, or achievement target on a standardized or norm referenced exam.	75% of students achieve a grade level standard, 1.5 or more year's growth, or achievement target on a standardized or norm referenced exam.	85% of students achieve a grade level standard, 2 or more year's growth, or achievement target on a standardized or norm referenced exam.

Possible evidence to look for:
  • Examples may include: OAKS*, SMARTER Balanced, ELPA, Extended Assessments
  • ACT, AP, DIBELS, PSAT, SAT, ASVAB,

*Required as one measure in grades 3-8 and 11

Guiding Questions:
  *Does the teacher maintain appropriate records to document growth?
  * Does the teacher use an appropriate proficiency based rubric to assess student growth?

Unsatisfactory	*Basic*	*Proficient*	*Exemplary*
Less than 70% of students in the teacher's class meet proficiency or make more than one year's growth on post-assessments according to a proficiency based rubric	70% of students in the teacher's class meet proficiency or make more than one year's growth on post-assessments according to a proficiency based rubric	80% of students in the teacher's class meet proficiency or make more than one year's growth on post-assessments according to a proficiency based rubric	90% of students in the teacher's class meet proficiency or make more than one year's growth on post-assessments according to a proficiency based rubric

Possible evidence to look for:
- Audio or video recording of a musical performance, speech, debate, demonstration, dramatic performance
- District, state or nationally approved scoring rubric, PLC Common assessment
- Products or Projects
- Data evidence of performance

Forms

FORMAL PRE-OBSERVATION REPORT

Teacher_____Supervisor_____

Date_____ Time_____ Subject Taught

1.   Objective(s) of the lesson and relevant standard(s):

2.   Procedure(s):

3.   Teacher's plan to evaluate student achievement objective(s):
            How do you plan to make use of the results of the assessment?

4.   Specific request for observation (e.g., skills, techniques, pupil interactions, etc.):

REFLECTION SHEET

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

NAME _____   SCHOOL_____

GRADE/SUBJECT_____ _   DATE _____

1. As I reflect on the lesson, to what extent were the students productively engaged in the work?
   How do I know?

2. Did the students learn what I expected them to learn? Were my instructional goals met? Or how and when will I
   know?

3. Did I alter my goals or my work plan as I taught the lesson? Why? How?

4. If I had the opportunity to teach this lesson again, to this same group of students, what would I do differently? Why?

Observation & Standards Review Form

Teacher	
Administrator	

Contract Status		Probationary Status		Year		

Domain 1: Planning & Preparation	U	B	P	E	NA
Standard 1: Knowledge and Content • Does the teacher show an effective command of the subject to guide student learning? • Does the teacher use effective instructional resources, including technology, to communicate content knowledge?					
Standard 2: Knowledge of Students • Does the teacher build upon students' knowledge and experience? • Does the teacher use school and district resources to support and advocate for student needs? • Does the teacher recognize and address students' learning styles?					
Standard 3: Instructional Goal Setting • Does the teacher select appropriate instructional goals based upon national, state and local standards? • Does the teacher select goals that are measurable and state them in terms of student learning? • Does the teacher select goals appropriate for students?					
Standard 4: Lesson Design • Does the teacher design coherent instruction that reflects research-based best practices? • Does the teacher design instruction that promotes critical thinking and problem solving? • Does the teacher ensure that the curriculum is relevant to student needs? • Does the teacher adhere to the approved scope and sequence of the subject matter?					
Standard 5: Assessment Planning • Is the teacher familiar with the content area and with school, district and state assessment methods and options? • Does the teacher use assessments that are congruent with instructional goals? • Does the teacher develop and use a variety of formative and summative assessment tools and information for planning instruction, feedback and reflection?					
Comments:					

Domain II: Classroom Environment	U	B	P	E	NA
Standard 6: Climate of Respect and Learning • Does the teacher create an environment that promotes equity, respect and positive interpersonal interactions? • Are the teacher's interactions with students appropriate to developmental and cultural norms? • Does the teacher have high expectations for student success, quality work and student achievement? • Are students actively engaged?					
Standard 7: Classroom Procedures and Physical Environment • Does the teacher develop and employ classroom procedures that promote student learning and facilitate positive classroom interaction consistent with building and district programs? • Does the teacher design a safe and accessible classroom environment for all students? • Does the teacher facilitate smooth transitions with little loss of instructional time? • Does the teacher ensure all students have access to materials, technology and necessary resources?					
Standard 8: Managing Student Behavior • Does the teacher clearly communicate and enforce classroom and school expectations? • Does the teacher address inappropriate behavior consistently and appropriately? • Does the teacher proactively address student behavior?					
Comments:					

Domain III: Classroom Instruction	U	B	P	E	NA
Standard 9: Lesson Delivery • Does the teacher exhibit clear lesson delivery, reflect appropriate pacing and use a variety of effective teaching strategies? • Does the teacher activate students' prior knowledge? • Does the teacher differentiated to meet the needs of diverse learners? • Does the teacher use a variety of questioning and discussion techniques to elicit student reflection and higher order thinking?					
Standard 10: Feedback to Students • Does the teacher demonstrate the ability to listen to students and respond appropriately? • Does the teacher provide constructive feedback that facilitates learning and academic growth? • Does the teacher provide constructive feedback that is consistent, ongoing, timely and in a variety of forms?					
Standard 11: Assessment for Learning • Does the teacher use assessment data to prepare for individual and group instruction, including re-teaching when necessary? • Does the teacher use formative assessments during classroom instruction to facilitate student learning? • Does the teacher demonstrate the ability to use summative assessments to guide and inform instruction through the collection, maintenance and analysis of classroom, district and state assessments?					
Comments:					

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

Domain V: Student Learning and Growth	U	B	P	E	NA
Standard 15: Student Growth on Formative/Summative Assessments • Is the teacher aware of student academic growth? • Can the teacher show proof of student growth?					
Standard 16: Student Growth on Portfolio Assessments • Does the teacher maintain a comprehensive portfolio of student work? • Does the teacher use a proficiency based rubric to score student work?					
Standard 17: Student Growth Measured by Performance on Standardized Assessments • Does the teacher administer/ utilize appropriate standardized assessments adhering to professional guidelines? • Does the teacher design and deliver instruction based on content standards to prepare students for standardized assessments?					
Standard 18: Student Growth on Performance Assessments • Does the teacher maintain appropriate records to document growth? • Does the teacher use an appropriate proficiency based rubric to assess student growth?					
Comments:					

_____   _____
Teacher/Date   Supervisor/Date

Summative Evaluation Form

Teacher Name _____ Probationary: Year _____ Contract

Supervisor _____ School _____ Assignment _____

The following definitions are used as a guide to evaluate a teacher's performance. Unsatisfactory (U): The performance is unacceptable and must improve significantly. Basic (B): The performance is satisfactory, but there are specific areas that can be improved. Proficient (P): The performance is strong, and there are minimal weaknesses. Exemplary (E): The teacher's skills in this content area are in the top 10% of their field and serve as a model and example to other teachers and administrators. There must be significant evidence for a teacher to be ranked Exemplary on a teaching standard.

Domain 1: Planning & Preparation

	U	B	P	E	NA
Standard 1: Knowledge and Content					
Standard 2: Knowledge of Students					
Standard 3: Instructional Goal Setting					
Standard 4: Lesson Design					
Standard 5: Assessment Planning					
Comments:					

Domain II: Classroom Environment

	U	B	P	E	NA
Standard 6: Climate of Respect and Learning					
Standard 7: Classroom Procedures and Physical Environment					
Standard 8: Managing Student Behavior					
Comments:					

Domain III: Instruction

	U	B	P	E	NA
Standard 9: Lesson Delivery					
Standard 10: Feedback to Students					
Standard 11: Assessment for Learning					
Comments:					

Domain IV: Professional Responsibilities

	U	B	P	E	NA
Standard 12: Professional Growth					
Standard 13: Record Keeping and Communication					
Standard 14: Commitment to Instructional Initiatives					
Comments:					

Domain V: Student Learning and Growth

	U	B	P	E	NA
Standard 15: Student Growth on Formative/Summative Assessments					
Standard 16: Student Growth on Portfolio Assessments					
Standard 17: Student Growth Measured by Performance on Standardized Assessments					
Standard 18: Student Growth on Performance Assessments					

Comments:					

Overall Rating Criteria and Additional Comments	U	B	P	E	NA
Exemplary: The teacher cannot have any areas rated as Basic or Unsatisfactory and must have a rating of "E" in at least twelve of the eighteen standards. **Proficient**: The teacher cannot have any areas rated as Unsatisfactory and must have a rating of "P" or higher in at least eight of the eighteen standards. **Basic**: The teacher must have a rating of "B" or higher in at least ten of the eighteen standards. **Unsatisfactory**: The teacher has a rating of "U" in five or more areas in Domains I-IV.					

Comments:

Recommendation:

Contract Extension _____   Contract Renewal _____   Other _____

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

_____   _____
Teacher/Date   **Supervisor/Date**

This Evaluation has been discussed between the supervisor and teacher.
Original to Human Resources   Copy to Supervisor   Copy to Teacher

Warrenton-Hammond School District Goals Process Template

Teacher	
Assignment	
School	
Administrator	

<table>
<tr>
<td rowspan="6">Initial Conference</td>
<td>Content
The goal is being written around which grade/subject/level?</td>
<td></td>
</tr>
<tr>
<td>Context
What are the characteristics or special learning circumstances of my class(es)?</td>
<td></td>
</tr>
<tr>
<td>Baseline Data
What are the learning needs of my students? Attach supporting data.</td>
<td></td>
</tr>
<tr>
<td>Student Growth Goal Statement
(Written in SMART format)</td>
<td></td>
</tr>
<tr>
<td>Strategies for Improvement
How will I help students attain this goal? Provide specific actions that will lead to goal attainment.</td>
<td></td>
</tr>
<tr>
<td>Implications for Professional Growth
What professional development will help me accomplish my goal? How has my self-assessment and evaluation informed my professional development toward my goal? How will my professional development impact my student growth goal?</td>
<td></td>
</tr>
</table>

Teacher Signature	**Date**	**Administrator Signature**	**Date**

<table>
<tr>
<td rowspan="3">Mid-Year Review</td>
<td>Collaborative Mid-Year Data Review
What progress has been made? Attach supporting data.</td>
<td></td>
</tr>
<tr>
<td>Strategy Modification
What adjustments need to be made to my strategies?</td>
<td></td>
</tr>
<tr>
<td>Implications for Professional Growth
Has my professional growth to date been relative? How has my professional growth impacted student learning? Have my professional growth needs changed?</td>
<td></td>
</tr>
</table>

Teacher Signature	**Date**	**Administrator Signature**	**Date**

<table>
<tr>
<td rowspan="3">Evaluation Conference</td>
<td>End-of-Year Data
What does the end of the year data show? Attach data.</td>
<td></td>
</tr>
<tr>
<td>Reflection on Results
Overall, what worked, or what should be refined?</td>
<td></td>
</tr>
<tr>
<td>Professional Growth Reflection
How can I use the results to support my future professional growth?</td>
<td></td>
</tr>
</table>

Teacher Signature	**Date**	**Administrator Signature**	**Date**

Teacher Evaluation System Glossary of Terms

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

Contract Teacher: Any teacher that has completed three successful years as a Probationary teacher at Warrenton-Hammond School District. Contract teachers by state law have a two-year contract with the district that is up for renewal annually by the school board.

Formal Observation: A formal observation is a scheduled classroom visit by a supervisor that results in some kind of written feedback from the supervisor including a standards evaluation on the Standards Review Form. Formal observation usually occurs during an Observation Year, but they can occur at any time a supervisor deems necessary. Probationary and contract teachers will be evaluated as per state law and contract.

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

Informal Observation: An informal observation is an unscheduled classroom visit by a supervisor that does not include the Standards Review Form. Supervisors are expected and encouraged to frequently be in classrooms on an informal basis. These visits are generally unannounced walkthroughs, but could also include documenting the visit using observation tools the supervisor has developed or notes given to the teacher. Data from informal observations are used to help determine a teacher's performance. Informal Observations will comply with state law and contract.

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

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

The descriptors for the performance levels are as follows:
- ❖ **Unsatisfactory (U):** The performance is unacceptable and must improve significantly.
- ❖ **Basic (B):** The performance is satisfactory, but there are specific areas that can be improved.
- ❖ **Proficient (P):** The performance is strong, and there are no apparent weaknesses.
- ❖ **Exemplary (E):** The teacher's skills in this content area are in the top 10% of their field and can serve a sa model and example to other teachers and administrators. There must be significant evidence for a teacher to be ranked Exemplary on a teaching standard.

Performance Standards: State law requires each district to establish performance standards that will be used to evaluate teacher performance. The development of performance standards must be in coordination with the local teachers' association. The Warrenton-Hammond Teacher Evaluation System has 14 performance standards, and component of these standards are used to set goals for teacher performance.

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

Professional Development Plan: This form is used to document the certified staff member's professional growth for licensure. This form is required by the Teacher Standards and Practices Commission (TSPC) and is the responsibility of the teacher to maintain during the licensure cycle.

Professional Growth Cycle: Contract teachers participate in the Professional Growth Cycle. The Professional Growth Cycle is a three-year cycle that begins with two Growth Years followed by an Observation Year. Teachers begin their Growth Year by completing the Professional Growth Form and choosing a professional growth activity. At the end of the second year, teacher reflects on their activity and meets with their supervisor to plan their Observation Year. Teachers may elect to use the Performance Goal Setting Form to receive additional support on one or more standards.

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

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

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