

# **Educator's Handbook for Professional Growth**



**Corvallis School District**

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Special thanks to Charlotte Danielson whose pioneering work in improving instructional practices provided the foundation for this professional growth handbook.



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# About the Professional Growth Plan



# Introduction

The purpose of the *Educator's Handbook for Professional Growth* is to provide a structure for licensed staff to self-reflect on their professional practices and for administrators and licensed staff to engage in conversations to improve teaching practices. The licensed evaluation process stands on the premise that all professionals are committed to improving their performance no matter how skillful they are.

The Corvallis School District's evaluation process is based on Charlotte Danielson's Framework for Teaching. This framework is a set of performance standards that describe quality professional practice. The framework rubric breaks down each standard, describing what it looks like at the unsatisfactory, basic, proficient, and distinguished levels. This provides a tool for administrators and licensed staff to engage in conversations about professional growth that will improve the quality of instruction for our students.

One important criterion for this process was to create a system that was differentiated to meet a range of professional growth needs for licensed staff. This evaluation process recognizes that licensed staff are at a variety of levels in their professional development. First year probationary teachers are given eleven essential standards to focus their development in their first year of teaching. They are required to reach proficiency in these eleven essential standards and at least basic in the other eleven standards. In the second year six additional standards are added and then in the third year the remaining five standards are added so that a teacher moving to contract status will be proficient in all twenty-two standards. Those who have reached contract status work collaboratively with their administrators to develop a Professional Growth Plan from a variety of options such as action research, mentoring, independent or group study, or journaling.

The evaluation process also features standards frameworks specifically designed for specialist positions like school counselors, library media specialists, and instructional/therapeutic specialists. These are included in a separate addendum booklet, along with final evaluation forms specific to those positions. The addendum also includes fifteen additional standards for special education teachers. (Since music, physical education, and art specialists are classroom based, the framework for teaching fits for their work.)

It is the belief of the committee that, with effective implementation, this Professional Growth Plan will lead to increased self-reflection by licensed staff, greater job satisfaction, higher quality instruction, and, ultimately, increased student learning.

## Overview of the Process

The Framework for Teaching identifies twenty-two standards organized into four domains: Planning and Preparation, Instruction, Classroom Environment, and Professional Responsibilities. The rubric breaks down each standard and provides a description of what each standard looks like at the unsatisfactory, basic, proficient, and distinguished levels. A first year teacher is expected to be proficient in the eleven Essential Standards and at least basic in the other standards by the end of year. In the second year, six more standards are added to the list

for proficiency, with the five remaining standards added in the third year. By the time a teacher moves to contract status, he or she should be proficient in all twenty-two standards, demonstrating a curve of continuous growth.

- Year One:**           **Proficient in eleven Essential Standards, at least basic in the other eleven standards and meets all Workplace Expectations;** administrator and teacher work to create a Professional Growth Plan with one or two goals with area of focus in one of the Essential Standards; two formal observations and additional informal observations; three month progress summary in December after one of the formal observations; written formal evaluation by March 15.
- Year Two:**           **Proficient in eleven Essential Standards and six Year 2 Standards, at least basic in Year 3 Standards and meets all Workplace Expectations;** administrator and teacher work together to create a Professional Growth Plan with one or two goals related to Essential and Year Two Standards; two formal observations and additional informal observations; written formal evaluation by March 15.
- Year Three:**       **Proficient in all standards and meets all Workplace Expectations;** administrator and teacher work together to create a Professional Growth Plan with two goals related to Essential, Year Two and Year Three Standards; two formal observations and additional informal observations; written formal evaluation by March 15.
- Contract:**           Two year cycle with formal evaluation completed every other year. Work with administrator in both years to agree on a goal focus (process options: reflective journal, action research, videotape analysis, teacher portfolio, mentoring, study groups, independent study, etc.) Informal observations occur throughout two year cycle. The formal evaluation occurs once during the two years and includes one formal observation; written formal evaluation completed by June 1.

Temporary teachers will follow the probationary Professional Growth Plan. Licensed staff entering the district with multiple years of teaching experience may focus their goals on the standards that are relevant to their professional growth. The administrator and licensed staff member will work together to identify these standards.

### **Year One: Eleven Essential Standards**

#### Domain 1—Planning and Preparation

- 1a. Demonstrating knowledge of students
- 1b. Designing coherent instruction
- 1c. Setting instructional outcomes

#### Domain 2—Classroom Environment

- 2a. Creating an environment of respect and rapport
- 2b. Managing student behavior
- 2c. Managing classroom procedures

#### Domain 3—Instruction

- 3a. Communicating with students

- 3b. Engaging students in learning
- Domain 4—Professional Responsibilities
- 4a. Reflecting on teaching
  - 4b. Maintaining accurate records
  - 4c. Communicating with families

### **Year Two Standards**

#### Domain 1—Planning and Preparation

- 1d. Demonstrating knowledge of content and pedagogy
- 1e. Designing student assessments

#### Domain 2—Classroom Environment

- 2d. Organizing the physical space

#### Domain 3—Instruction

- 3c. Using assessment in instruction
- 3d. Demonstrating flexibility and responsiveness

#### Domain 4—Professional Responsibilities

- 4d. Demonstrating professionalism

### **Year Three Standards**

#### Domain 1—Planning and Preparation

- 1f. Demonstrating knowledge of resources

#### Domain 2—Classroom Environment

- 2e. Establishing a culture for learning

#### Domain 3—Instruction

- 3e. Using questioning and discussion techniques

#### Domain 4—Professional Responsibilities

- 4e. Participating in a professional community
- 4f. Growing and developing professionally

# **Performance Levels**

The Framework for Teaching includes four levels of performance: Unsatisfactory, Basic, Proficient, and Distinguished. It is important to recognize that the levels are levels of performance of *teaching*, not of *teachers*.

## **Unsatisfactory**

The teacher performing at the Unsatisfactory level does not yet appear to understand the concepts underlying the component. Working on the fundamental practices associated with the elements will enable the teacher to grow and develop in this area. In some areas of practice, performance at the Unsatisfactory level represents teaching that is below the licensing standard of “do no harm.” For example, students are treated with sarcasm or put-downs (Component 2a), the environment is chaotic (Component 2c), or learning is shut down (Component 3c).

Therefore, if a supervisor encounters performance at the Unsatisfactory level, it is very likely

time to intervene. For a mentor, a component at the Unsatisfactory level represents a first priority for coaching.

## **Basic**

The teacher performing at the Basic level appears to understand the concepts underlying the component and attempts to implement its elements. But implementation is sporadic, intermittent, or otherwise not entirely successful. Additional reading, discussion, visiting classrooms of other teachers, and experience (particularly supported by a mentor) will enable the teacher to become proficient in this area.

Performance at the Basic level is characteristic of student teachers or teachers new to the profession—those for whom virtually everything they do, almost by definition, is being done for the first time. So it is not surprising that not everything goes according to plan. Even when experienced teachers try a new activity, its implementation may be rough or inconsistent (for example it may take longer than planned or not as long, or the directions for the activity may not be clear). In fact, when trying a new activity or when teaching in a new assignment, experienced teachers may perform at the Basic level for the same reason a new teacher might—they are doing something for the first time.

For supervision or evaluation purposes, this level is generally considered minimally competent for teachers early in their careers; improvement is likely to occur with experience, and no actual harm is being done to students. But enhancement of skill is important, and a mentoring or coaching program will ensure that such improvement occurs in a supportive environment.

## **Proficient**

The teacher performing at the Proficient level clearly understands the concepts underlying the component and implements it well. Most experienced, capable teachers will regard themselves and be regarded by others as performing at this level.

Teachers at the Proficient level are experienced, professional educators. They thoroughly know their content, they know their students, they know the curriculum and have a broad repertoire of strategies and activities to use with students, and they can move easily to Plan B if that turns out to be necessary. And they have eyes in the backs of their heads! Many of the routines of teaching have become automatic, and proficient teachers have developed a sophisticated understanding of classroom dynamics and are alert to events that don't conform to the expected pattern.

Teachers performing at the Proficient level have mastered the work of teaching while working to improve their practice. They can also serve as resources to one another as they participate in a professional community.

## **Distinguished**

Teachers performing at the Distinguished level are master teachers and make a contribution to the field, both in and outside their school. Their classrooms operate at a quantitatively different level from those of other teachers. Such classrooms consist of a community of learners, with students highly motivated and engaged and assuming considerable responsibility for their own learning. All the common themes are manifested, as appropriate, in the classroom of a teacher performing at a Distinguished level.

A classroom functioning at the Distinguished level seems to be running itself; it almost appears that the teacher is not doing anything. It is seamless; the students know what to do and get right to work. When novice teachers observe a class at this level, they typically don't recognize what

they are seeing; they can observe the results of what the teacher has created but aren't always aware of how the teacher did it.

Distinguished-level performance is very high performance and, indeed, some teachers (particularly with some groups of students) may never attain it consistently. As some educators have phrased it, "Distinguished-level performance is a good place to visit, but don't expect to live there." The student component is important, because with some groups of students it is a daunting challenge to create a community of learners. It may take all year to make much progress at all. But the Distinguished level remains a goal for all teachers, regardless of how challenging it may be in any particular set of circumstances.

As a summary of the levels of performance, a swimming metaphor is helpful. The teacher at the Unsatisfactory level could be compared to a nonswimmer who has been thrown in deep water and is drowning. The swimmer who can manage the dog paddle, but nothing else, is similar to the teacher performing at the Basic level; the swimmer can get across the lake but may be swamped if any waves come up. A swimmer with command of a number of different strokes, and the knowledge of when to use which, is similar to a teacher performing at the Proficient level. And a competitive swimmer who is perfecting her strokes, or a swimmer teacher, would be the equivalent of the teacher performing at the Distinguished level.

## Improvement Cycles

Occasionally a teacher will need additional support to be successful in the classroom. When one or more areas of concerns are identified by the administrator through the three month progress summary for first year probationary teachers, the teacher will be placed on a Structured Support Process. Second and third year probationary teachers also may be placed on the Structured Support Process if significant concerns are identified after the formal observation.

Contract teachers may be placed on Administrator-Selected Goals if concerns are identified during the informal evaluation process. If concerns are identified in the formal evaluation, a contract teacher may be placed on a Program of Assistance.

The Structured Support Process, Administrator-Selected Goals, and Programs of Assistance are all designed to clarify expectations and identify specific activities and support to help the teacher address the areas of concern. These processes also set forth specific timelines with check-in meetings so the teacher can receive ongoing feedback about progress toward meeting the goals.

# Implementation

## **Administrator's Role**

The school administrator will provide the following support to licensed staff:

- Assure that each certified staff member has a copy of the professional growth handbook.
- Each year briefly review with employees the timeline, procedures, forms, standards, and rubrics used in the district's professional growth evaluation system.
- Implement all aspects of the professional growth evaluation system using a process that is consistent across the district.
- Conduct informal and formal lesson observations and provide coaching and support to help teachers improve their teaching practice.
- Actively encourage a culture of self-reflection to improve professional practices.
- Reflect on feedback from licensed staff regarding the effectiveness of administrative support/guidance in the professional growth process.

## **Licensed Staff's Role**

Licensed staff will actively engage in their professional growth by:

- Using the Danielson Framework for Teaching for ongoing reflection on their professional practices.
- Work with their administrators to set professional goals each year.
- Engage with their administrators in conversations to develop their professional practices.
- Work with their administrators to schedule meetings and provide any information related to the professional growth process.
- Provide their administrators with feedback about the effectiveness of their professional growth interactions.

# **Workplace Expectations**



# Workplace Expectations

All employees in the Corvallis School District are expected to meet the following work expectations as a basis for continued employment:

## **Attendance and Punctuality:**

The employee has regular attendance at work and work activities and is punctual in meeting deadlines, attending meetings, following schedules, and responding to communications.

## **Personal Appearance:**

The employee is dressed and groomed in a neat, clean, appropriate, and professional manner for the assignment and work setting.

## **Confidentiality:**

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.

## **Following Policies and Directives:**

The employee follows all district or supervisor policies, rules, regulations, memos, bulletins, announcements, applicable position descriptions, and reasonable requests by proper authorities.

## **Setting Appropriate Personal Boundaries with Students:**

The employee maintains professional boundaries in his or her relationships with students, including use of appropriate language, appropriate physical contact, and in the use of technology such as email, text messages, or social networking internet sites.

## **Collaboration:**

The employee will maintain 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.

## **Appropriate Use of Technology:**

The employee will use internet, e-mail and electronic communications with students only for educational purposes or sharing information about school-sponsored events. The use of personal electronic devices (ex. iPods, electronic games, etc.) are not allowed during class or meeting time.

# The Framework for Teaching



# Framework for Teaching

## An Overview

By Charlotte Danielson

### **Domain 1: Planning and Preparation**

Instructional planning includes a deep understanding of content and pedagogy and an understanding and appreciation of the students and what they bring to the educational encounter. But understanding the content is not sufficient; the content must be transformed through instructional design into sequences of activities and exercises that make it accessible to students. All elements of the instructional design—learning activities, materials, and strategies—must be appropriate to both the content and the students, and aligned with larger instructional goals. In their content and process, assessment techniques also must reflect the instructional outcomes and should serve to document student progress during and at the end of a teaching episode. Furthermore, in designing assessment strategies, teachers must consider their use for formative purposes, and how assessments can provide diagnostic opportunities for students to demonstrate their level of understanding during the instructional sequence, while there is still time to make adjustments.

### **Domain 2: The Classroom Environment**

Teachers create a learning environment through positive interpersonal interactions, efficient routines and procedures, clear and consistent standards of conduct, and a safe physical environment that supports the learning purposes. In addition, the environment encourages students to take pride in their work and to assume responsibility for their learning. Students respond to the warmth and caring of teachers, their high expectations for achievement, and their commitment to students. Students feel safe with these teachers and know that they can count on the teachers to be fair and, when necessary, compassionate. Students also are sensitive to the subtle messages they receive from teachers as to their capabilities. The components of Domain 2 are not associated with the learning of any particular content; instead, they set the stage for all learning. The teacher establishes a comfortable and respectful classroom environment, which cultivates a culture for learning and creates a safe place for risk-taking. The atmosphere is businesslike, with non-instructional routines and procedures handled efficiently; student behavior is cooperative and non-disruptive; and the physical environment conducive to learning.

### **Domain 3: Instruction**

Domain 3 contains the components that are at the essential heart of teaching—the actual engagement of students in learning, through the vision of students developing complex understanding and participating in a community of learners. Students are engaged in meaningful work, which carries significance beyond the next test and is relevant to students' lives. Teachers who excel in Domain 3 have finely-honed instructional skills. Their work in the classroom is fluid and flexible; they can shift easily from one approach to another when the situation demands it. They seamlessly incorporate ideas and concepts from other parts of the curriculum into their explanations and activities. Their questions probe student thinking and serve to extend understanding. They are attentive to different students in the class, and the degree to which they are thoughtfully engaged; they carefully monitor student understanding as they go (through well-

designed questions or activities) and make minor mid-course corrections as needed. And above all, they promote the emergence of self-directed learners fully engaged in the work at hand.

#### **Domain 4: Professional Responsibilities**

The components in Domain 4 are associated with being a true professional educator: they encompass the roles assumed outside of and in addition to those in the classroom with students. Students rarely observe these activities; parents and the larger community observe them only intermittently. But the activities are critical to preserving and enhancing the profession. Educators exercise some of them (for example, maintaining records and communicating with families) immediately upon entering the profession, since they are integral to their work with students. Domain 4 consists of a wide range of professional responsibilities, from self-reflection and professional growth, to participation in a professional community, to contributions made to the profession as a whole. The components also include interactions with the families of students, contacts with the larger community, and advocacy for students. Domain 4 captures the essence of professionalism by teachers; teachers are, as a result of their skills in this domain, full members of the teaching profession, and committed to its enhancement.

## A Framework for Teaching Components of Professional Practice

<b>Domain 1: Planning and Preparation</b>	<b>Domain 2: Classroom Environment</b>
<p>1a. Demonstrating knowledge of students</p> <ul style="list-style-type: none"> <li>• Knowledge of child and adolescent development</li> <li>• Knowledge of the learning process</li> <li>• Knowledge of students' skills, knowledge and language proficiency</li> <li>• Knowledge of students' interests and cultural heritage</li> <li>• Knowledge of students' special needs</li> </ul> <p>1b. Designing coherent instruction</p> <ul style="list-style-type: none"> <li>• Learning activities</li> <li>• Instructional materials and resources</li> <li>• Instructional groups</li> <li>• Lesson and unit structure</li> </ul> <p>1c. Setting instructional outcomes</p> <ul style="list-style-type: none"> <li>• Value, sequence and alignment</li> <li>• Clarity</li> <li>• Balance</li> <li>• Suitability for diverse learners</li> </ul> <p>1d. Demonstrating knowledge of content and pedagogy</p> <ul style="list-style-type: none"> <li>• Knowledge of content and the structure of the discipline</li> <li>• Knowledge of prerequisite relationships</li> <li>• Knowledge of content-related pedagogy</li> </ul> <p>1e. Designing student assessments</p> <ul style="list-style-type: none"> <li>• Congruence with instructional outcomes</li> <li>• Criteria and standards</li> <li>• Design of formative assessments</li> </ul> <p>1f. Demonstrating knowledge of resources</p> <ul style="list-style-type: none"> <li>• Resources for classroom use</li> <li>• Resources to extend content knowledge and pedagogy</li> <li>• Resources for students</li> </ul>	<p>2a. Creating an environment of respect and rapport</p> <ul style="list-style-type: none"> <li>• Teacher interaction with students</li> <li>• Student interactions with one another</li> </ul> <p>2b. Managing student behavior</p> <ul style="list-style-type: none"> <li>• Expectations</li> <li>• Monitoring of student behavior</li> <li>• Responses to student misbehavior</li> </ul> <p>2c. Managing classroom procedures</p> <ul style="list-style-type: none"> <li>• Management of instructional groups</li> <li>• Management of transitions</li> <li>• Management of materials and supplies</li> <li>• Performance of non-instructional duties</li> <li>• Supervision of volunteers and paraprofessionals</li> </ul> <p>2d. Organizing physical space</p> <ul style="list-style-type: none"> <li>• Safety and accessibility</li> <li>• Arrangement of furniture and use of physical resources</li> </ul> <p>2e. Establishing a culture for learning</p> <ul style="list-style-type: none"> <li>• Importance of the content</li> <li>• Expectations for learning and achievement</li> <li>• Student pride in work</li> </ul>
<b>Domain 3: Instruction</b>	<b>Domain 4: Professional Responsibilities</b>
<p>3a. Communicating with students</p> <ul style="list-style-type: none"> <li>• Expectations for learning</li> <li>• Directions and procedures</li> <li>• Explanations of content</li> <li>• Use of oral and written language</li> </ul> <p>3b. Engaging students in learning</p> <ul style="list-style-type: none"> <li>• Activities and assignments</li> <li>• Grouping of students</li> <li>• Instructional materials and resources</li> <li>• Structure and pacing</li> </ul> <p>3c. Using assessment in instruction</p> <ul style="list-style-type: none"> <li>• Assessment criteria</li> <li>• Monitoring of student learning</li> <li>• Feedback to students</li> <li>• Student self-assessment and monitoring of progress</li> </ul> <p>3d. Demonstrating flexibility and responsiveness</p> <ul style="list-style-type: none"> <li>• Lesson adjustment</li> <li>• Response to students</li> <li>• Persistence</li> </ul> <p>3e. Using questioning and discussion techniques</p> <ul style="list-style-type: none"> <li>• Quality of questions</li> <li>• Discussion techniques</li> <li>• Student participation</li> </ul>	<p>4a. Reflecting on teaching</p> <ul style="list-style-type: none"> <li>• Accuracy</li> <li>• Use in future teaching</li> </ul> <p>4b. Maintaining accurate records</p> <ul style="list-style-type: none"> <li>• Student completion of assignments</li> <li>• Student progress in learning</li> <li>• Non-instructional records</li> </ul> <p>4c. Communicating with families</p> <ul style="list-style-type: none"> <li>• Information about the instructional program</li> <li>• Information about individual students</li> <li>• Engagement of families in the instructional program</li> </ul> <p>4d. Demonstrating professionalism</p> <ul style="list-style-type: none"> <li>• Integrity and ethical conduct</li> <li>• Service to students</li> <li>• Advocacy</li> <li>• Decision making</li> </ul> <p>4e. Participating in a professional community</p> <ul style="list-style-type: none"> <li>• Relationships with colleagues</li> <li>• Involvement in a culture of professional inquiry</li> <li>• Service to school</li> <li>• Participation in school and district projects</li> </ul> <p>4f. Growing and developing professionally</p> <ul style="list-style-type: none"> <li>• Enhancement of content knowledge and pedagogical skill</li> <li>• Receptivity to feedback from colleagues</li> <li>• Service to profession</li> </ul>

# The Teaching Framework Rubric

- The eleven Essential Standards for first year probationary teachers are unshaded.
- The six additional standards for second year probationary teachers are lightly shaded.
- The five additional standards for third year probationary teachers are darkly shaded.

## Domain 1: Planning and Preparation

Component	*Unsatisfactory	Basic	Proficient	Distinguished
<i>Ia: Demonstrating knowledge of students</i>	Teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.
<i>Ib: Designing coherent instruction</i>	The series of learning experiences are poorly aligned with the instructional outcomes and do not represent a coherent structure. They are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit's structure is clear and allows for different pathways according to student needs.
<i>Ic: Setting instructional outcomes</i>	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but teacher makes no attempt at coordination or integration.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.
<i>Id: Demonstrating knowledge of content and pedagogy</i>	Teacher's plans and practice display little knowledge of the content, prerequisite relationships between different aspects of the content, or of the instructional practices specific to that discipline.	Teacher's plans and practice reflect some awareness of the important concepts in the discipline, prerequisite relations between them and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect solid knowledge of the content, prerequisite relations between important concepts and of the instructional practices specific to that discipline.	Teacher's plans and practice reflect extensive knowledge of the content and of the structure of the discipline. Teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.
<i>Ie: Designing student assessments</i>	Teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate to many students. The results of assessment have minimal impact on the design of future instruction.	Teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. Teacher intends to use assessment results to plan for future instruction for the class as a whole.	Teacher's plan for student assessment is aligned with the instructional outcomes, using clear criteria, is appropriate to the needs of students. Teacher intends to use assessment results to plan for future instruction for groups of students.	Teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.
<i>If: Demonstrating knowledge of resources</i>	Teacher demonstrates little or no familiarity with resources to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek such knowledge.	Teacher demonstrates some familiarity with resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them. Teacher does not seek to extend such knowledge.	Teacher is fully aware of the resources available through the school or district to enhance own knowledge, to use in teaching, or for students who need them.	Teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.

## Domain 2: The Classroom Environment

Component	*Unsatisfactory	Basic	Proficient	Distinguished
<b>2a: Creating an environment of respect and rapport</b>	Negativity, insensitivity to cultural backgrounds, sarcasm, and put-downs characterize interactions both between teacher and students, and among students.	Interactions, both between the teacher and students and among students, reflect only occasional insensitivity or lack of responsiveness to cultural or developmental differences among students.	Civility and respect characterize interactions, between teacher and students and among students. These reflect general caring, and are appropriate to the cultural and developmental differences among groups of students.	Students play an important role in ensuring positive interactions among students. Relationships between teacher and individual students are highly respectful, reflecting sensitivity to students' cultures and levels of development.
<b>2b: Managing student behavior</b>	There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive, or disrespectful of student dignity.	It appears that the teacher has made an effort to establish standards of conduct for students. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. Teacher response to student misbehavior is appropriate and respects the students' dignity.	Standards of conduct are clear, with evidence of student participation in setting them. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.
<b>2c: Managing classroom procedures</b>	Much instructional time is lost due to inefficient classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Some instructional time is lost due to only partially effective classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Little instructional time is lost due to classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.	Students contribute to the seamless operation of classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.
<b>2d: Organizing physical space</b>	The physical environment is unsafe, or some students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities.	The classroom is safe, and essential learning is accessible to most students, and the teacher's use of physical resources, including computer technology, is moderately effective.	Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success. The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.
<b>2e: Establishing a culture for learning</b>	Teacher displays little or no energy, and conveys low expectations for student achievement. The students themselves show little or no pride in their work.	Teacher's attempt to create a culture for learning is only partially successful, with both teacher and students appear to be only "going through the motions." Teacher displays minimal commitment to the work and only moderate expectations for student achievement. Students themselves display little pride in their work.	The classroom culture is positive, and is characterized by high expectations for most students, genuine commitment to the work by both teacher and students, with students demonstrating pride in their work.	High levels of student energy and teacher passion for the subject create a culture for learning in which both students and teacher share a belief in the importance of the subject, and all students hold themselves to high standards of performance, initiating improvements to their work.

### Domain 3: Instruction

Component	*Unsatisfactory	Basic	Proficient	Distinguished
<b>3a: Communicating with students</b>	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. Teacher's use of language contains errors or is inappropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; teacher's use of language is correct but may not be completely appropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate to students' cultures and levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development, and anticipates possible student misconceptions.
<b>3b: Engaging students in learning</b>	Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.	Activities and assignments, materials, and groupings of students are fully appropriate to the instructional outcomes, and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.	Students are highly intellectually engaged throughout the lesson in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.
<b>3c: Using Assessment in Instruction</b>	Assessment is not used in instruction, either through students' awareness of the assessment criteria, monitoring of progress by teacher or students, or through feedback to students.	Assessment is occasionally used in instruction, through some monitoring of progress of learning by teacher and/or students. Feedback to students is uneven, and students are aware of only some of the assessment criteria used to evaluate their work.	Assessment is regularly used in instruction, through self-assessment by students, monitoring of progress of learning by teacher and/or students, and through high quality feedback to students. Students are fully aware of the assessment criteria used to evaluate their work.	Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students and monitoring of progress by both students and teachers, and high quality feedback to students from a variety of sources.
<b>3d: Demonstrating flexibility and responsiveness</b>	Teacher adheres to the instruction plan, even when a change would improve the lesson or of students' lack of interest. Teacher brushes aside student questions; when students experience difficulty, the teacher blames the students or their home environment.	Teacher attempts to modify the lesson when needed and to respond to student questions, with moderate success. Teacher accepts responsibility for student success, but has only a limited repertoire of strategies to draw upon.	Teacher promotes the successful learning of all students, making adjustments as needed to instruction plans and accommodating student questions, needs and interests.	Teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. Teacher ensures the success of all students, using an extensive repertoire of instructional strategies.
<b>3e: Using questioning and discussion techniques</b>	Teacher's questions are low-level or inappropriate, eliciting limited student participation, and recitation rather than discussion. Some of the teacher's questions elicit a thoughtful response, but most are low level, posed in rapid succession.	Teacher's attempts to engage all students in the discussion are only partially successful.	Most of the teacher's questions elicit a thoughtful response, and the teacher allows sufficient time for students to answer. All students participate in the discussion, with the teacher stepping aside when appropriate.	Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.

## Domain 4: Professional Responsibilities

Component	*Unsatisfactory	Basic	Proficient	Distinguished
<b>4a: Reflecting on Teaching</b>	Teacher does not accurately assess the effectiveness of the lesson, and has no ideas about how the lesson could be improved.	Teacher provides a partially accurate and objective description of the lesson, but does not cite specific evidence. Teacher makes only general suggestions as to how the lesson might be improved.	Teacher provides an accurate and objective description of the lesson, citing specific evidence. Teacher makes some specific suggestions as to how the lesson might be improved.	Teacher's reflection on the lesson is thoughtful and accurate, citing specific evidence. Teacher draws on an extensive repertoire to suggest alternative strategies and predicts the likely success of each.
<b>4b: Maintaining Accurate Records</b>	Teacher's systems for maintaining both instructional and noninstructional records are either nonexistent or in disarray, resulting in errors and confusion.	Teacher's systems for maintaining both instructional and non-instructional records are rudimentary and only partially successful.	Teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient and successful.	Students contribute to the maintenance of the systems for both instructional and non-instructional records, which are accurate, efficient and successful
<b>4c: Communicating with Families</b>	Teacher communication with families, about the instructional program, or about individual students, is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.	Teacher adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program. But communications are not always appropriate to the cultures of those families.	Teacher communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.	Teacher's communication with families is frequent and sensitive to cultural traditions; students participate in the communication. Teacher successfully engages families in the instructional program; as appropriate.
<b>4d: Demonstrating Professionalism</b>	Teacher has little sense of ethics and professionalism, and contributes to practices that are self-serving or harmful to students. Teacher fails to comply with school and district regulations and timelines.	Teacher is honest and well-intentioned in serving students and contributing to decisions in the school, but teacher's attempts to serve students are limited. Teacher complies minimally with school and district regulations, doing just enough to "get by."	Teacher displays a high level of ethics and professionalism in dealings with both students and colleagues, and complies fully and voluntarily with school and district regulations. Teacher complies fully with school and district regulations.	Teacher is proactive and assumes a leadership role in ensuring the highest ethical standards, and seeing that school practices and procedures ensure that all students, particularly those traditionally underserved, are honored in the school. Teacher takes a leadership role in seeing that colleagues comply with school and district regulations.
<b>4e: Participating in a Professional Community</b>	Teacher avoids participating in a professional community or in school and district events and projects; relationships with colleagues are negative or self-serving,	Teacher becomes involved in the professional community and in school and district events and projects when specifically asked; relationships with colleagues are cordial.	Teacher participates actively in the professional community, and in school and district events and projects, and maintains positive and productive relationships with colleagues.	Teacher makes a substantial contribution to the professional community, to school and district events and projects, and assumes a leadership role among the faculty.
<b>4f: Growing and Developing Professionally</b>	Teacher does not participate in professional development activities, and makes no effort to share knowledge with colleagues. Teacher is resistant to feedback from supervisors or colleagues.	Teacher participates in professional development activities that are convenient or are required, and makes limited contributions to the profession. Teacher accepts, with some reluctance, feedback from supervisors and colleagues.	Teacher seeks out opportunities for professional development based on an individual assessment of need, and actively shares expertise with others. Teacher welcomes feedback from supervisors and colleagues.	Teacher actively pursues professional development opportunities, and initiates activities to contribute to the profession. In addition, teacher seeks out feedback from supervisors and colleagues.

# **Professional Growth Plan for Probationary Teachers**

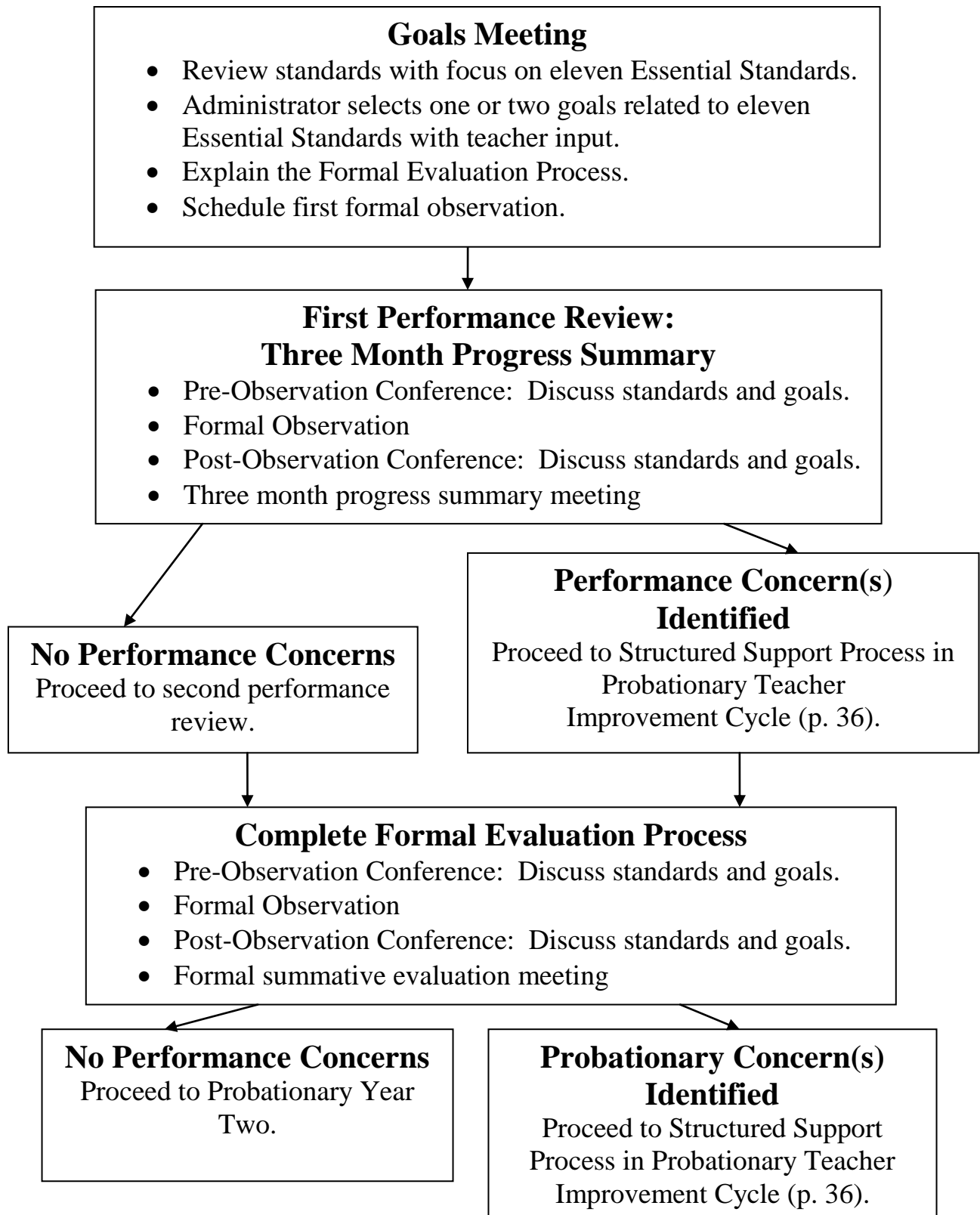


# Timeline: Probationary Teachers

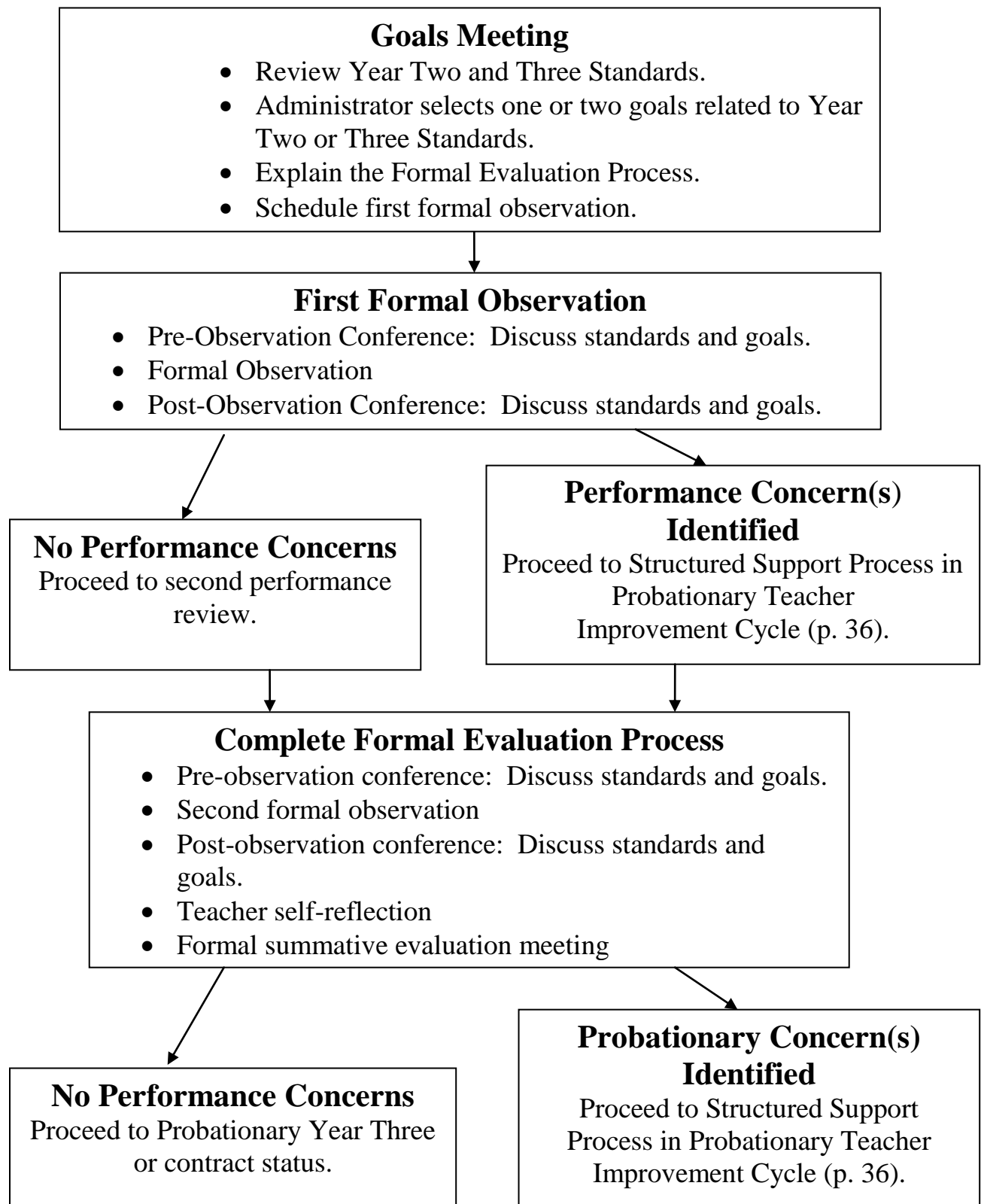
A teacher has probationary status during the first three years in the Corvallis School District. Professional Growth Plans during those three years are carried out within a close collaborative partnership between the teacher and the principal. However, the teacher holds primary responsibility for his or her learning. The administrator and teacher share responsibility for designing and monitoring the program, documenting learning, and reporting progress. The teacher and administrator will share responsibility for meeting the stated timelines.

Target Date	Probationary Teacher
October 15	Probationary teacher and administrator meet to discuss the teacher's Professional Growth Plan. In this meeting they identify performance goals and growth activities, and the administrator explains PDUs.
November 15	Administrator conducts at least one formal lesson observation of the probationary teacher's classroom and at least one informal observation. The formal observation includes a pre and post observation conference. The administrator gathers data and gives written feedback to the teacher, and the teacher and administrator confer.
December 15	Administrator conducts three month progress summary for first year probationary teachers. If there are significant areas of concern, the teacher will be placed on the Structured Support Process.
December— January	Administrator conducts a second formal lesson observation that includes a pre and post conference. The administrator takes notes and gives written feedback, and the teacher and administrator confer.
January— February	Administrator provides teacher with feedback regarding performance on standards. If there are significant areas of concern, the teacher will be placed on the Structured Support Process. Administrator makes recommendation for employment status.
March 1	Administrator submits recommendation and documentation of professional growth to the Human Resources Department.
Mid-March	Administrator and teacher confer to discuss and sign documentation of professional growth. School board takes action on employment recommendation.
April— October	Probationary teacher and administrator meet to discuss the next Professional Growth Plan. At this meeting they identify performance goals and growth activities, including reflection on professional growth, and the plan to earn PDUs.

# Probationary Teacher Formal Evaluation Process: Year One



# Probationary Teacher Formal Evaluation Process: Years Two and Three



# **Professional Growth Plan for Contract Teachers**



# Timeline:

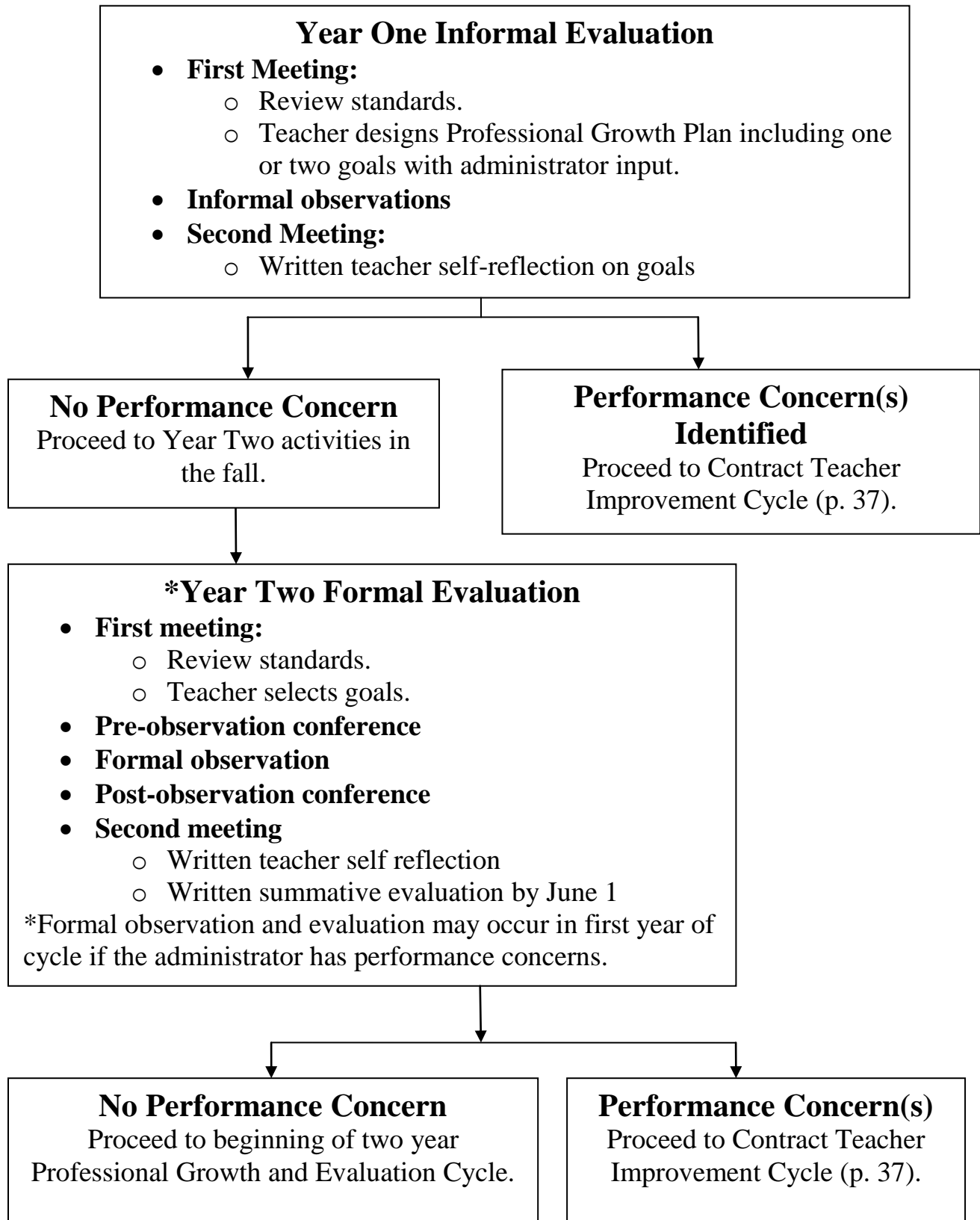
## Contract Teachers

A teacher reaches contract status after three years of successful teaching (providing the teacher is at or above .5 FTE) in the Corvallis School District. Professional Growth Plans for contract teachers are initiated and developed in collaboration with the principal and, in some cases, with other colleagues. The Professional Growth Plan for contract teachers is open to multiple options allowing the teacher to personalize his or her learning. The teacher and administrator will work together to develop this plan.

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

<b>Year One Target Date</b>	<b>Contract Teachers</b>
October 15 of first year	Teacher and administrator confer to select performance goal(s) and to identify a Professional Growth Plan including a reflection on professional growth and a plan to earn PDUs.
On-going	Administrator conducts at least one formal lesson observation during the two year cycle. The formal observation includes a pre and post observation conference. The administrator gathers data and gives written feedback, and the administrator and teacher confer. Administrator also will conduct informal observations in the contract teacher's classroom each year.
January- February	Teacher and administrator confer regarding professional growth plan progress. Administrator makes recommendations to HR for employment status.
Mid-March	School board takes action on employment recommendation.
May 15	If the teacher is on Administrator-Selected Goals, the teacher and administrator confer regarding professional growth plan progress. Evidence of direct consultation and/or multiple observation documentation will be reviewed and recorded. Decision will be made regarding the type of Professional Growth Plan for the following year.
<b>Year Two Target Date</b>	<b>Contract Teachers</b>
October 15	Teacher and administrator confer to review the teacher's goals and reflections.
On-going	Administrator conducts at least one formal lesson observation during the two year cycle. The formal observation includes a pre and post observation conference. The administrator gathers data and gives written feedback, and the administrator and teacher confer. Administrator also will conduct informal observations in the contract teacher's classroom each year.
February	Administrator makes recommendation to HR for employment status.
Mid-March	School board takes action on employment recommendation.
April— October	Teacher and administrator meet to discuss and identify Professional Growth Plan including reflection on professional growth.
June 1	Formal evaluation submitted to HR.

# Contract Teacher Professional Growth and Evaluation Cycle



# Implementation of the Professional Growth Plan: Contract Teachers

The Professional Growth Plan enables teachers to establish plans that identify goals, implementation strategies, timelines, status checkpoints, resources, and support. Teachers and administrators will collaborate in developing these plans. Exploration, flexibility, self-direction, and collegial involvement are hallmarks of a good plan.

Teachers are responsible for monitoring their Professional Growth Plan and will confer with their administrator at least once per year to discuss the status of the plan and consider modifications and/or extensions.

## Designing the Professional Growth Plan

As teachers and administrators design the Professional Growth Plan, they will identify the process to be used and the documentation to be developed. The process and documentation developed should match the goal(s) or primary area of focus. Since the purpose of the plan is for inquiry, analysis and reflection, teachers may choose one or more of the following approaches:

- Observation and Conference
- Reflective Journals
- Mentoring
- Action Research Peer Coaching
- Study Groups/Independent Study
- Teacher Portfolio
- Project
- Video tape/audio tape analysis
- Other

The teacher and administrator will mutually agree to the components of this plan. Because the work of teachers and students in the classroom is so important, administrators will continue to conduct formal and informal classroom visits and provide teachers with feedback.

## Goal Categories

Each Professional Growth Plan will have primary areas of focus or goals that relate specifically to the improvement of teaching and learning. Since each plan is based on the individual reflection of current practice, the plans may look considerably different from each other. The areas of focus or goals will fall within one of the domains of the Framework for Teaching:

1. Planning and Preparation
2. Classroom Environment
3. Instruction
4. Professional Responsibilities

## **Promoting a Collaborative Process between Teacher and Administrator**

The teacher and administrator will engage in a collaborative and reflective relationship to facilitate the teacher's Professional Growth Plan. Principals can support teachers engaged in the Professional Growth Plans by:

- Providing data and other information on student performance as a basis for developing professional growth plans.
- Collaborating in creating the plan.
- Encouraging and supporting risk taking and substantive goal setting.
- Assisting with needed resources.
- Critiquing plans constructively based upon the quality of teacher learning and its impact on student learning.
- Arranging for teacher sharing and networking.
- Responding in a manner that inspires and motivates, such as writing notes, complimenting, and observing.
- Coaching and problem-solving.
- Linking plans with school improvement goals.

# Options for Contract Teacher Professional Growth Plans

## Provide Mentoring

### Definition:

Mentoring is a process through which two teachers work together to reflect on current practices and improve student learning. The mentor teacher shares expertise and provides feedback, support, and assistance for the purpose of refining present skills, learning new skills, and solving classroom related problems.

### Example:

A teacher accepts a student teacher or newly assigned teacher and assumes responsibility for helping this individual. The mentor teacher serves as a role model and resource while providing feedback and support as needed.

### Suggestions:

Criteria for effective implementation of mentoring:

- Mentoring arrangements should be initiated by an inviting teacher on a voluntary basis.
- Participants share a common language about curriculum and/or teaching practices.
- Participants have the opportunity to select the partner(s) with whom they will work.
- Mentorship pairs will meet regularly to discuss and plan for professional growth activities.

### Questions to consider:

- Is a mentor training opportunity available through the district?
- Should I work with someone who is similar to me or different (e.g., issues of style, modalities, beliefs)?
- What would be the advantages of working with someone from the same grade level?  
Different grade level?
- Would it be helpful to work with someone from the same curriculum area I teach or a different area?
- Is there someone on site who teaches a topic or uses an instructional approach that I would like to learn more about?

## Seek Mentoring

### Definition:

A teacher seeks a mentor teacher who will serve as a guide. The goal is to improve student performance.

### Example:

The teacher seeking a mentor invites feedback, support and assistance for the purpose of refining present skills, learning new skills, and solving classroom related problems.

**Suggestions:**

Criteria for effective implementation of mentoring:

- Mentoring arrangements should be initiated by an inviting teacher on a voluntary basis.
- Participants share a common language about curriculum and/or teaching practices.
- Participants have the opportunity to select the partner(s) with whom they will work.
- Mentorship pairs will meet regularly to discuss and plan for professional growth activities.

**Questions to consider:**

- Should I work with someone who is similar or different (e.g., issues of style, modalities, beliefs)?
- What would be the advantages of working with someone from the same grade level?  
Different grade level?
- Would it be helpful to work with someone from the same curriculum area I teach or from a different area?
- Is there someone on site who teaches a topic or uses an instructional approach that I would like to learn more about?

## **Collaborative Action Research**

**Definition:**

Action research is a process that is conducted in the classroom to improve student performance. Teacher(s) have the opportunity to explore new teaching strategies through a continuous process of collecting and analyzing data, making decisions based on the results of that data, collecting more information on decisions made, evaluating the results, and using those results to set new goals.

**Example:**

A team of teachers wants to determine the most effective method of teaching writing to improve student achievement. The team decides on data gathering techniques and uses the results to continually refine their instructional practices. At the end of the project they analyze the results of the strategy to determine which teaching strategy brought about the desired results. They publish their findings to be shared with the school and/or district.

**Suggestions:**

Components of an action research plan:

- Teacher(s) identifies a research question regarding his/her classroom.
- A research plan is developed. This plan includes what data will be collected, by whom, how it will be analyzed, and a timeline.
- The plan is implemented. As the research is conducted, teachers may keep reflective journals.
- The teacher(s) share findings with other audiences.
- Check district resources for action research resources.

## Reflective Journal

### Definition:

A reflective journal is a process for teachers to regularly reflect on professional experiences and classroom events in order to improve student learning. It is a dated record of responses to professional reading, observations, feelings and insights about educational practices that provides a basis for future planning as well as a record of past successes and challenges.

### Example:

A group of teachers meet monthly to refine the use of inquiry methods in science classes. They have chosen to use reflective journals as a means to document progress, ask questions, and indicate successes. Prior to their monthly meeting the participants look through their daily entries and summarize their personal progress and the progress of their students. This information serves to focus the discussion and provides each teacher with a forum for inquiry.

### Suggestions:

A journal may address these elements:

- Successes or problems with a lesson, unit, program, or activity.
- Parent/teacher conferences
- Professional development experiences, such as workshops or committee meetings.
- Interaction with peers.
- Interaction with students as individuals or as a class.
- Responses to professional reading.
- Teacher insights.
- Explore questions.

Journals should include both observational and reflective entries that contain a record of observations, feelings, and insights about classroom and student achievement. Periodic summaries also should be included reflecting on times where past entries are reviewed and used to improve instruction.

## Peer Coaching

### Definition:

Peer coaching is a collaborative process in which two or more teachers work together to reflect on current practices that improve student performance. Teachers share their expertise and provide one another feedback, support, and assistance for the purpose of refining present skills, learning new skills, and solving classroom related problems.

### Example:

Two contract teachers choose to develop lessons that emphasize cooperative learning strategies. They plan to brainstorm and pool ideas and materials, plan lessons together, and schedule several opportunities during the year to observe each other teach. They provide each other with and give feedback regarding student cooperative skills and effectiveness of the lessons.

**Suggestions:**

Criteria for effective implementation of peer coaching:

- Coaching arrangements should be made on a voluntary basis. It should be reciprocal so that each person has the opportunity to be coached and be a coach.
- Participants share a common language about curriculum and/or teaching practices.
- Participants receive training in coaching skills.
- Participants have the opportunity to select the partner(s) with whom they will work.
- Peers will meet regularly to discuss and plan for professional growth.

**Questions to consider when selecting a peer coach:**

- Should I work with someone who is similar to me or different (e.g., issues of style, modalities, beliefs)?
- What would be the advantages of working with someone from the same grade level?  
Different grade level?
- Would it be helpful to work with someone from the same curriculum area that I teach, or a different area?
- Is there someone on site who teaches a topic or uses an instructional approach about which I would like to learn more?
- Does the district offer a peer coaching training opportunity?

## Study Group/Independent Study

**Definition:**

A study group is an organized, purposeful process for teachers to study instructional practice, curriculum, student outcomes, or assessment. Study groups usually consist of several people; however, a teacher may wish to do an independent study.

**Example:**

During the school year a group of teachers meet to study effective instructional strategies and programs for high school students. They meet monthly using the book *Breaking Ranks* as the basis of their discussions. The responsibility of group facilitator rotates. While informal in nature, the group has common agreements as to format, topic, and personal responsibility. They keep a notebook that serves as a record of their meetings.

**Suggestions:**

Research topics are explored through common readings. Teachers meet to discuss the application of contents to their classroom/students/curriculum.

- Coursework is completed to further knowledge and understanding.
- Group meets to develop technology skills through hands-on practice.
- Individual researches topic of choice that improves instructional practice.
- Check district resources for study materials.

# Teacher Portfolio

## **Definition:**

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

## **Example:**

A teacher wants to devise a series of units that integrate the arts with other subject areas. His portfolio contains a copy of his goals, an outline of training attended, and sample units and lessons. As the teacher obtains more expertise, he includes photographs and a video of student performance. In addition, colleagues and administrators are invited to sit in on and discuss demonstration lessons. The comments from these sessions, the teacher's self-evaluation, and written student work are included in the portfolio. At the end of the year, the teacher reflects on the year's practice and on his or her students' progress.

## **Suggestions:**

- A teacher portfolio should reflect progress toward a professional growth goal.
- It is not a scrapbook. It is a purposeful collection of work with appropriate self-reflection.
- It should include the teacher's current thinking (throughout the year) about the professional growth goal.
- The teacher selects appropriate artifacts to place in the portfolio that provide evidence of progress toward the goal. Elements that may be included in the portfolio are:
  - Lesson plans
  - Teacher reflection and/or journal
  - Student work
  - Student projects (pictures)
  - Homework assignments
  - Measures of performance
  - Learning displays
  - Videotapes
  - Newspaper articles
  - Survey feedback
  - Peer coaching notes
  - Awards and recognitions
  - Staff development experiences

## Projects

### Definition:

The teacher identifies a project that does not match a description of other options. This project should fall into one of the performance standards categories.

### Example:

A teacher selects a service learning project that helps her learn new information related to that particular project. The teacher then teaches related skills to the students before the actual service project is activated. All activities related to the service learning project would be assessed for student understanding.

### Suggestions:

- Parent training/workshops
- Community service project
- Business partnership
- Conducting staff in-services
- Teacher exchange
- Other

## Videotape/Audiotape Analysis

### Definition:

Videotape/audiotape analysis is an ongoing process that provides individuals or groups of teachers an opportunity to assess a presentation, small or large group lesson, or classroom dynamics in order to identify strengths and areas for refinement. This also may be used to assess progress when learning new teaching techniques such as questioning strategies, cooperative learning, or performance assessment.

### Example:

Three teachers in a high school mathematics department implement a new instructional strategy with their students. Each teacher brings in a videotaped lesson using the strategy. The following focuses are identified for discussion of the videotapes: the number of concrete examples the teacher used, the amount of time students interacted with each other compared to the amount of direct instruction, and the number of minutes students practiced the skill. Teachers use the analysis and plan additional opportunities to videotape lessons to further refine and strengthen their practice.

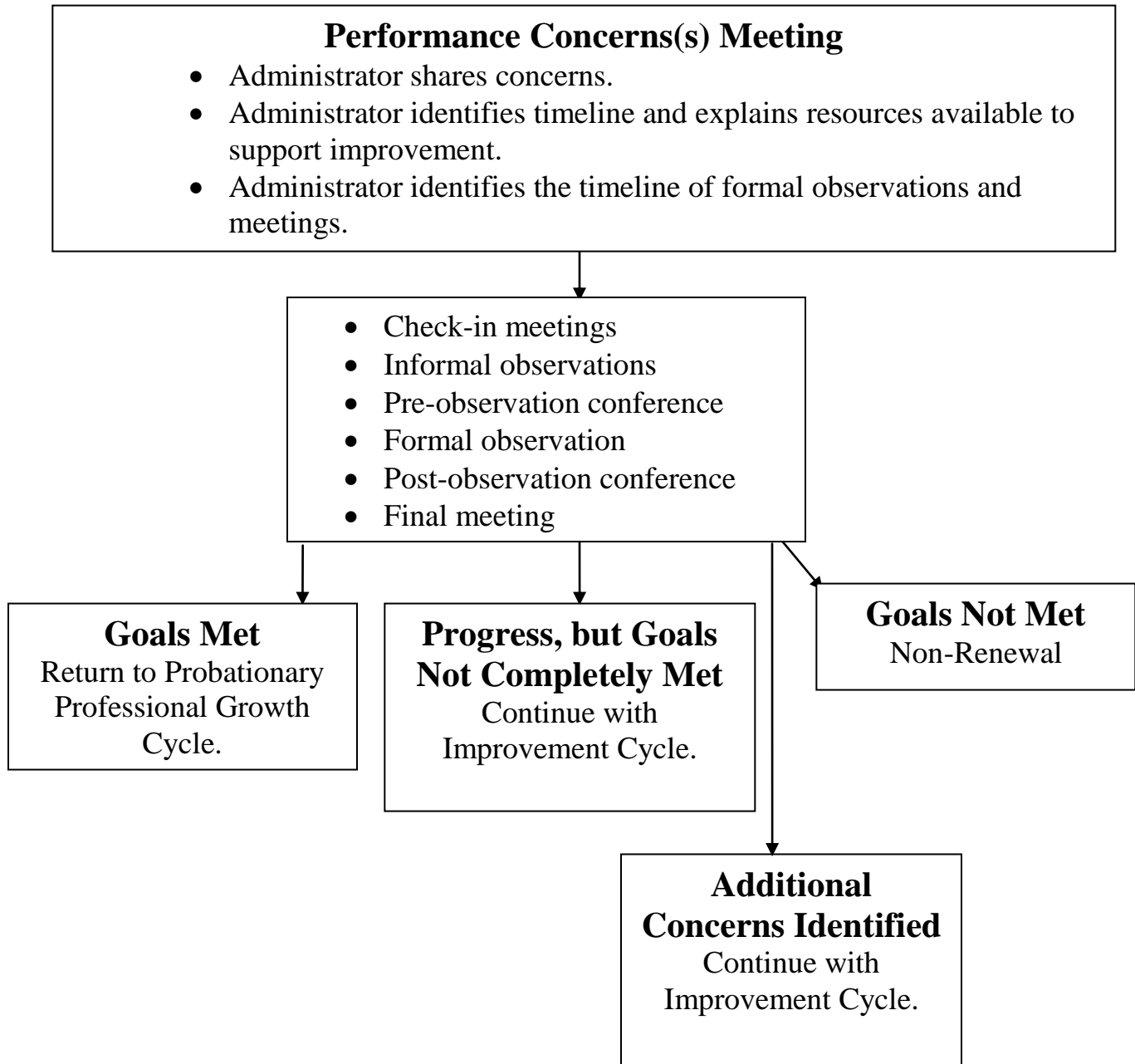
### Suggestions:

- Choose a focus for analyzing the video from the framework for teaching or best teaching practices. For example, "During class discussion, do I ask questions that require higher order thinking in greater proportion than lower level thinking?" or "When I use brain compatible teaching strategies, how do all students perform?"
- Tapes are recorded, analyzed, and, in some cases, compared to previous ones.
- Develop a system, such as a notebook, journal or computer log, to record ongoing observations and analysis.
- Identify next steps as a result of the analysis, such as long term planning, refocusing teaching strategies, or identify training or additional resources.

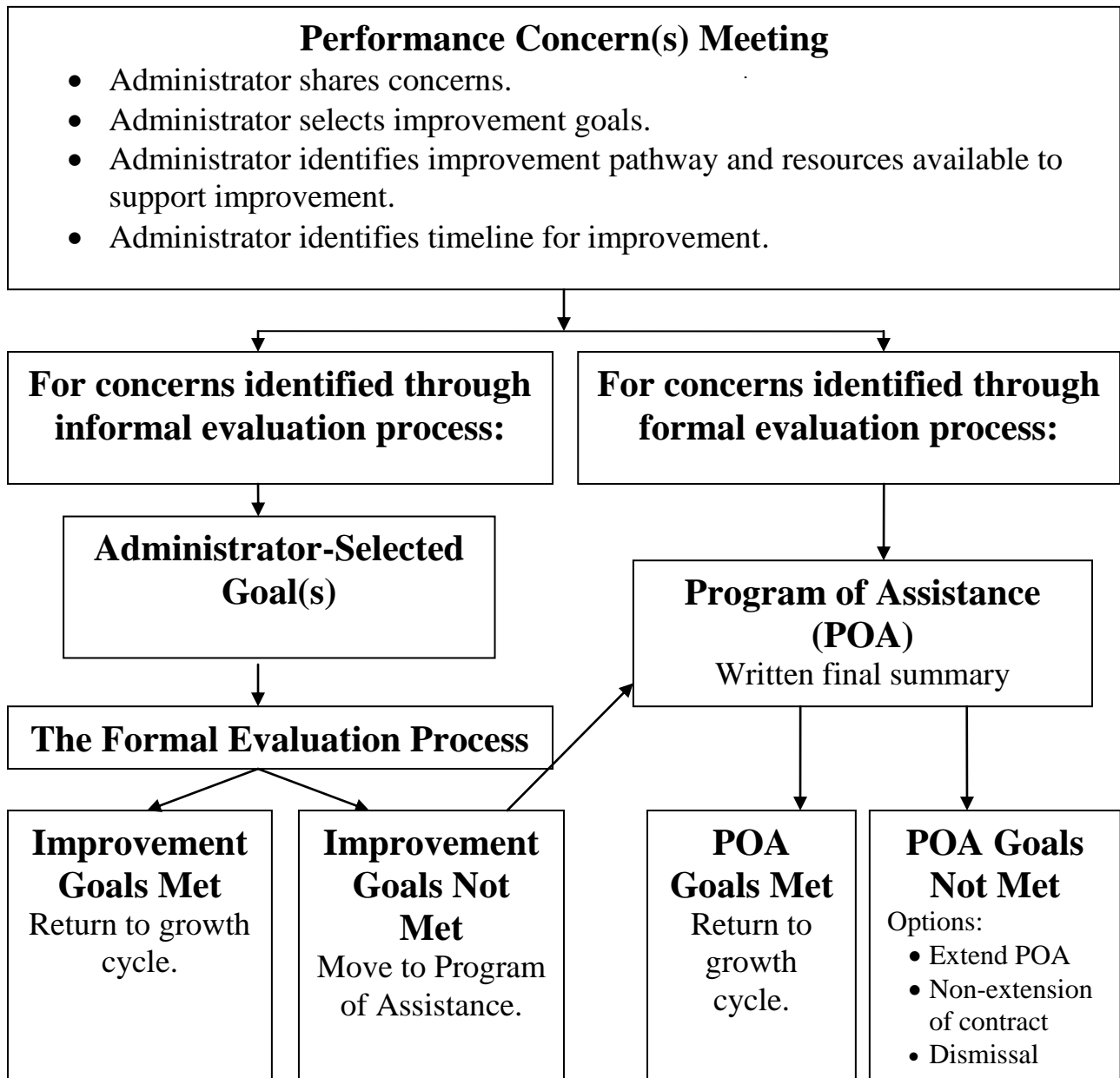
# Improvement Cycles



# Probationary Teacher Improvement Cycle (Structured Support Process)



# Contract Teacher Improvement Cycle



# Forms



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# Professional Educator's Growth Plan

Name \_\_\_\_\_

Year \_\_\_\_\_

Assignment \_\_\_\_\_

School \_\_\_\_\_

## Description of Plan

(Use additional sheets, if necessary.)

Domain:

Goals:

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

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

# Professional Educator's Growth Plan (Sample plan for probationary teacher)

**Name:** Ima P. Teetchure

**Year:** 2008-09

**Assignment:** Seventh grade math

**School:** Corvallis Middle School

## Description of Plan

### Goal #1:

#### Domain 2

#### Goal:

Increase the frequency of positive acknowledgements for students to a ratio of four to one positives to negatives

#### Activities:

- Observe mentor teacher for a variety of ways to acknowledge positive behaviors
- Have mentor teacher observe to give me feedback on how to improve acknowledgement of positive behaviors
- Track the number of positive to negative interactions using classroom tickets
- Attend annual spring PBS conference

### Goal #2:

#### Domains 1 and 3

#### Goal:

Maximize student on-task time, so that all students are engaged in appropriate learning activities 95% of the time.

#### Activities:

- Plan transitions that keep students engaged in learning (using mentor teacher and other grade level teachers as resources)
- Plan learning activities and use materials that meet development needs of students (using mentor teacher and other grade level teachers as resources)
- Read The First Days of School by Harry Wong
- Meet regularly with mentor teacher to review lesson plans.
- Have mentor teacher visit my classroom to give me feedback on how to increase on-task time.

---

Teacher Signature

Date

---

Administrator Signature

Date

# Professional Educator's Growth Plan (Sample plan for contract teacher)

**Name:** Ima C. Teetchure

**Year:** 2008-09

**Assignment:** Grades 3 & 4

**School** Corvallis Elementary

## Description of Plan

### Domain:

Domains 1, 3 and 4

### Goal:

Provide effective instruction so that students increase their oral reading fluency rates to meet the grade level target set for the 2008-09 school year:

- At third grade, 73% of the students will meet the standard by spring 2009.
- At fourth grade, 83% of the students will meet the standard by spring 2009.

### Activities:

- Each student will be assessed in fall, winter and spring, using the Oral Reading Fluency Assessment from the DIBELS assessment materials.
- Meet regularly with other intermediate teachers to discuss reading assessment results and instructional strategies to improve reading fluency
- Form teacher's book study with other intermediate teachers using book Reading and Language Arts Worksheets Don't Grow Dendrites
- Attend reading workshops, trainings, or other in-service opportunities, including Oregon Reading Association Conference
- Instructional strategies may include:
  - Readers Theater
  - Increased oral reading opportunities
  - Reading across the curriculum
  - Six Minute Solution/TORF reading passages
  - Long, smooth underline reading strategy
  - Phrase cued text reading strategy
  - Reading aloud at home for additional practice opportunities

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Teacher Signature

Date

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Administrator Signature

Date

# Pre-Observation Conference Form

**\*Please attach a lesson plan for the time you will be observed.**

Teacher \_\_\_\_\_ School \_\_\_\_\_ Assignment \_\_\_\_\_  
 Observer \_\_\_\_\_ Pre-Conference Date/Time \_\_\_\_\_  
 Observation Date/Time \_\_\_\_\_ Post-Conference Date/Time \_\_\_\_\_  
 Contract Status \_\_\_\_\_

1. What is your instructional objective(s)? What do you want your students to know and do as a result of your instruction?
2. Explain how this helps to meet district power standards. What standards does it meet?
3. Briefly describe instructional activities and materials that you plan to use. How will the curriculum be taught?
4. How will you provide differentiated instruction to meet the range of needs of your students (developmental and ability levels)?
5. Describe assessment procedures that will be used. How will you know that your students have met the objectives of the lesson?
Observation objectives (something specific that you would like the observer to focus on):

# Formal Teacher Observation Summary



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

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

<b>Planning and Preparation</b>
<b>Classroom Environment</b>
<b>Instruction</b>
<b>Comments</b>

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

# First Year Probationary Three Month Progress Summary



Teacher \_\_\_\_\_

Date \_\_\_\_\_

Date of Formal Observation \_\_\_\_\_

## Eleven Essential Standards (Circle level of proficiency.)

### Domain 1: Planning and Preparation

Component	*Unsatisfactory	Basic	Proficient	Distinguished
<i>Ia: Demonstrating knowledge of students</i>	Teacher demonstrates little or no knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and does not seek such understanding.	Teacher indicates the importance of understanding students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for the class as a whole.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs, and attains this knowledge for groups of students.	Teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.

Comments:

Component	*Unsatisfactory	Basic	Proficient	Distinguished
<i>Ib: Designing coherent instruction</i>	The series of learning experiences are poorly aligned with the instructional outcomes and do not represent a coherent structure. They are suitable for only some students.	The series of learning experiences demonstrates partial alignment with instructional outcomes, some of which are likely to engage students in significant learning. The lesson or unit has a recognizable structure and reflects partial knowledge of students and resources.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes and suitable to groups of students. The lesson or unit has a clear structure and is likely to engage students in significant learning.	Teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit's structure is clear and allows for different pathways according to student needs.

Comments:

<i>Ic: Setting instructional outcomes</i>	Instructional outcomes are unsuitable for students, represent trivial or low-level learning, or are stated only as activities. They do not permit viable methods of assessment.	Instructional outcomes are of moderate rigor and are suitable for some students, but consist of a combination of activities and goals, some of which permit viable methods of assessment. They reflect more than one type of learning, but teacher makes no attempt at coordination or integration.	Instructional outcomes are stated as goals reflecting high-level learning and curriculum standards. They are suitable for most students in the class, represent different types of learning, and are capable of assessment. The outcomes reflect opportunities for coordination.	Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take account of the needs of individual students.
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Comments:

## Domain 2: The Classroom Environment

Component	*Unsatisfactory	Basic	Proficient	Distinguished
2a: <i>Creating an environment of respect and rapport</i>	Negativity, insensitivity to cultural backgrounds, sarcasm, and put-downs characterize interactions both between teacher and students, and among students.	Interactions, both between the teacher and students and among students, reflect only occasional insensitivity or lack of responsiveness to cultural or developmental differences among students.	Civility and respect characterize interactions, between teacher and students and among students. These reflect general caring, and are appropriate to the cultural and developmental differences among groups of students.	Students play an important role in ensuring positive interactions among students. Relationships between teacher and individual students are highly respectful, reflecting sensitivity to students' cultures and levels of development.

Comments:

Component	*Unsatisfactory	Basic	Proficient	Distinguished
2b: <i>Managing student behavior</i>	There is no evidence that standards of conduct have been established, and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive, or disrespectful of student dignity.	It appears that the teacher has made an effort to establish standards of conduct for students. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. Teacher response to student misbehavior is appropriate and respects the students' dignity.	Standards of conduct are clear, with evidence of student participation in setting them. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.

Comments:

Component	*Unsatisfactory	Basic	Proficient	Distinguished
2c: <i>Managing classroom procedures</i>	Much instructional time is lost due to inefficient classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Some instructional time is lost due to only partially effective classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.	Little instructional time is lost due to classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.	Students contribute to the seamless operation of classroom routines and procedures, for transitions, handling of supplies, and performance of non-instructional duties.

Comments:

### Domain 3: Instruction

Component	*Unsatisfactory	Basic	Proficient	Distinguished
<b>3a: Communicating with students</b>	Expectations for learning, directions and procedures, and explanations of content are unclear or confusing to students. Teacher's use of language contains errors or is inappropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clarified after initial confusion; teacher's use of language is correct but may not be completely appropriate to students' cultures or levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Communications are appropriate to students' cultures and levels of development.	Expectations for learning, directions and procedures, and explanations of content are clear to students. Teacher's oral and written communication is clear and expressive, appropriate to students' cultures and levels of development, and anticipates possible student misconceptions.

Comments:

Component	*Unsatisfactory	Basic	Proficient	Distinguished
<b>3b: Engaging students in learning</b>	Activities and assignments, materials, and groupings of students are inappropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in little intellectual engagement. The lesson has no structure or is poorly paced.	Activities and assignments, materials, and groupings of students are partially appropriate to the instructional outcomes, or students' cultures or levels of understanding, resulting in moderate intellectual engagement. The lesson has a recognizable structure but is not fully maintained.	Activities and assignments, materials, and groupings of students are fully appropriate to the instructional outcomes, and students' cultures and levels of understanding. All students are engaged in work of a high level of rigor. The lesson's structure is coherent, with appropriate pace.	Students are highly intellectually engaged throughout the lesson in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for student reflection and closure.

Comments:

### Domain 4: Professional Responsibilities

Component	*Unsatisfactory	Basic	Proficient	Distinguished
<b>4a: Reflecting on Teaching</b>	Teacher does not accurately assess the effectiveness of the lesson, and has no ideas about how the lesson could be improved.	Teacher provides a partially accurate and objective description of the lesson, but does not cite specific evidence. Teacher makes only general suggestions as to how the lesson might be improved.	Teacher provides an accurate and objective description of the lesson, citing specific evidence. Teacher makes some specific suggestions as to how the lesson might be improved.	Teacher's reflection on the lesson is thoughtful and accurate, citing specific evidence. Teacher draws on an extensive repertoire to suggest alternative strategies and predicts the likely success of each.

Comments:

Component	*Unsatisfactory	Basic	Proficient	Distinguished
<b>4b: Maintaining Accurate Records</b>	Teacher's systems for maintaining both instructional and non-instructional records are either nonexistent or in disarray, resulting in errors and confusion.	Teacher's systems for maintaining both instructional and non-instructional records are rudimentary and only partially successful.	Teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient and successful.	Students contribute to the maintenance of the systems for both instructional and non-instructional records, which are accurate, efficient and successful.

Comments:

Component	*Unsatisfactory	Basic	Proficient	Distinguished
<b>4c: Communicating with Families</b>	Teacher communication with families, about the instructional program, or about individual students, is sporadic or culturally inappropriate. Teacher makes no attempt to engage families in the instructional program.	Teacher adheres to school procedures for communicating with families and makes modest attempts to engage families in the instructional program. But communications are not always appropriate to the cultures of those families.	Teacher communicates frequently with families and successfully engages them in the instructional program. Information to families about individual students is conveyed in a culturally appropriate manner.	Teacher's communication with families is frequent and sensitive to cultural traditions; students participate in the communication. Teacher successfully engages families in the instructional program; as appropriate.

Comments:

## Workplace Expectations

M=Meets  
NM=Not met

Expectations	M	*NM
<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 of 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 use of appropriate language, appropriate physical contact, and in the use of technology such as email, text messages, or social networking 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 will use internet, e-mail and electronic communications with students only for educational purposes or sharing information about school-sponsored events. The use of personal electronic devices (ex. iPods, electronic games, etc.) are not allowed during class or meeting time.		

Comments:

- 
- Teacher is making adequate growth on the eleven Essential Teacher Standards.**
  - Teacher needs to make significant growth on one or more Essential Teacher Standards and will be placed on structured support process.**

\_\_\_\_\_  
Teacher signature

\_\_\_\_\_  
Administrator signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date

# Structured Support Process

(Probationary Teacher Improvement Cycle)



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

**1. Areas of concern based on observations, three month progress summary, and/or annual summative evaluation:**

**2. Expectations:**

**3. Supports for teacher in areas of concern:**

**4. Follow-up plan:**

- Ongoing coaching meetings with principal or mentor:
- Date of mid-point meeting with principal:
- Observations:
- Date of final check-in meeting with principal:

*This is to certify that we have read and discussed this structured support process:*

\_\_\_\_\_  
Teacher

\_\_\_\_\_  
Date

\_\_\_\_\_  
Administrator

\_\_\_\_\_  
Date

## Summary of Progress on Structured Support Process

Summary of progress from final check-in meeting areas for continued work:

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### Principal Recommendation:

- Recommend renewal; successfully completed structured support process
- Recommend renewal with continuation with structured support process
- Recommend continuation of structured support process
- Recommend non-renewal
- Other \_\_\_\_\_

*This is to certify that we have read and discussed the summary of this structured support process:*

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*Teacher*

*Date*

---

*Administrator*

*Date*

# Administrator-Selected Goals

(Contract Teacher Improvement Cycle)



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

1. Areas of concern based on observations and/or formal evaluation:

2. Goals:

3. Supports for teacher in areas of concern:

4. Follow-up plan:

Date of mid-point meeting with principal:

Observations:

Date of final check-in meeting with principal: \_\_\_\_\_

*This is to certify that we have read and discussed these goals:*

\_\_\_\_\_  
*Teacher*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Administrator*

\_\_\_\_\_  
*Date*

## Summary of Progress on Administrator-Selected Goals

Summary of progress from final check-in meeting:

Areas for continued work:

---

### Administrator Recommendation:

- Successfully completed administrator-selected goals
- Recommend continuation with administrator-selected goals
- Recommend program of assistance after completion of formal evaluation
- Other \_\_\_\_\_

*This is to certify that we have read and discussed the summary of the administrator-selected goals:*

\_\_\_\_\_  
*Teacher*

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
*Administrator*

\_\_\_\_\_  
*Date*

# Teacher Self Reflection



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

**Briefly describe your progress toward meeting your goal(s).**

**Reflect on your work in the four domains of the Framework for Teaching.**

(Please refer to the Framework for Teaching rubric in the *Educator's Handbook for Professional Growth*.)

**Planning and Preparation**

**Classroom Environment**

**Instruction**

**Professional Responsibilities**

# Teacher Evaluation



Name \_\_\_\_\_ School \_\_\_\_\_

School Year \_\_\_\_\_ Date of Formal Observation(s) \_\_\_\_\_ Contract status \_\_\_\_\_

U=Unsatisfactory B=Basic P=Proficient D=Distinguished

<b>Planning and Preparation</b>	<b>U*</b>	<b>B*</b>	<b>P</b>	<b>D</b>
1a. Demonstrates knowledge of students				
1b. Designs coherent instruction				
1c. Sets instructional outcomes				
1d. Demonstrates knowledge of content and pedagogy				
1e. Designs student assessments				
1f. Demonstrates knowledge of resources				
Comments:				
<b>Classroom Environment</b>	<b>U*</b>	<b>B*</b>	<b>P</b>	<b>D</b>
2a. Creates an environment of respect and rapport				
2b. Manages student behaviors				
2c. Manages classroom procedures				
2d. Organizes physical space				
2e. Establishes a culture for learning				
Comments:				
<b>Instruction</b>	<b>U*</b>	<b>B*</b>	<b>P</b>	<b>D</b>
3a. Communicates with students				
3b. Engages students in learning				
3c. Uses assessment in instruction				
3d. Demonstrates flexibility and responsiveness				
3e. Uses questioning and discussion techniques				
Comments:				
<b>Professional Responsibilities</b>	<b>U*</b>	<b>B*</b>	<b>P</b>	<b>D</b>
4a. Reflects on Teaching				
4b. Maintains accurate records				
4c. Communicates with families				
4d. Shows professionalism				
4e. Participates in professional learning community				
4f. Growing and developing professionally				
Comments:				

*\*Explanation Required*

## Workplace Expectations

M=Meets  
NM=Not met

Expectations	M	*NM
<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 of 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 use of appropriate language, appropriate physical contact, and in the use of technology such as email, text messages, or social networking 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 will use internet, e-mail and electronic communications with students only for educational purposes or sharing information about school-sponsored events. The use of personal electronic devices (ex. I Pods, electronic games, etc) are not allowed during class or meeting times.		

**Comments:**

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**Professional growth goal:**

Commendations:

Areas for Growth:

Comments:

**Supervisor's Recommendation:**

Contract:

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

Probationary 3:

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

Probationary 1 and 2:

- Renew one-year contract
- Do not renew contract

Temporary:

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

**The teacher's response, if desired, may be attached to this evaluation.**

This is to certify that we have read and discussed the attached evaluation.

---

*Teacher*

*Date*

---

*Administrator*

*Date*

# Professional Growth Support Feedback to the Administrator



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

Licensed Staff Member: \_\_\_\_\_

Did your administrator follow the timeline in the *Educator's Handbook for Professional Growth*?

How did your administrator use the rubric to give you specific feedback? Was the feedback balanced and constructive?

What did your principal do in the evaluation process that was most helpful to your professional growth?

What should your administrator stop doing or do differently?

Any additional comments or suggestions:

**(Please submit to your building OA after the evaluation process is completed.)**



## **Professional Development Units (PDUs) Renewing Your License through Teacher Standards and Practices Commission (TSPC)**

As of January 15, 2002, licensed educators who hold a Basic, Standard or Continuing License are required to provide proof of Professional Development Units (PDUs) in order to renew their licenses. This requirement will apply to all employees contracted by the district in positions requiring TSPC licensure, excluding substitute teachers. The licensed educator will follow the procedures provided below for meeting continuing professional development requirements.

The PDU plan should be developed in consultation with the educator's principal or immediate supervisor. The plan should be comprehensive so that it contributes to the educator's mastery of new strategies and skills. PDU activities may include, but are not limited to, district staff development activities, additional coursework, professional conferences, publications, peer or student teacher mentoring, professional presentations, site committees, action research, and/or internships in business or industry.

It is important to recognize that earning PDUs, obtaining PDU documentation (i.e. certificates or conference flyers), tracking PDU hours on the log, and actively participating in a professional development plan is each licensed employee's responsibility. A minimum of twenty five units are needed each school year and represent time spent learning the skills necessary for improved professional performance and development.

OAR 584-90-001 states that all plans must have as their primary purpose increasing student learning by improving educator's professional skills. Plans should assist educators to: 1) achieve district, state and national standards; 2) keep current with the development and use of best practices; and 3) develop ways to enhance learning for a diverse student body. The professional development activities of an educator must be based on at least one of the six domains of professional competency. The domains are: Subject matter or Specialty, Assessment Strategies, Methods and Curriculum, Understanding Diversity, State and National Education Priority, and Use of Technology in Education.

The educator will complete a form that identifies their Continuing Professional Development goals (same goals as for evaluation process), and will propose the activities necessary to fulfill the plan. At the conclusion of the cycle, the educator will reflect on the activities and how the plan has enhanced student learning. The advisor/supervisor will sign the form. The district will report "successful experience and completed CPD plan" on the Professional Educational Experience Report (PEER) Form when the educator applies for renewal of licensure.

Educators holding a Basic license will need 75 PDUs for a three-year renewal, and educators holding a Standard or Continuing license will need 125 PDUs for each five-year renewal. The required PDUs must be earned prior to application for renewal.

### What is a PDU?

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

# Glossary of Terms

<b>Classroom Observation</b>	Any instance during which a supervisor or designated other enters a classroom for the purpose of observing teaching practices and classroom interactions.
<b>Contract Teacher</b>	After working successfully in the district for three years, the district will designate a teacher as a contract teacher.
<b>District Personnel File</b>	The official employment file kept in the Human Resources Department at the district office. This file normally contains materials submitted with original job application and the teacher's evaluations.
<b>Evaluation</b>	Formal appraisal of teacher performance compared to job description and established standards.
<b>Evaluation Cycle</b>	A recurring process of assessment which begins with self-evaluation and ends with submission of an evaluation report. The timelines for the evaluation vary according to teacher status (contract and probationary teachers).
<b>Formal Observation</b>	Visitation of a teacher in a work setting by an administrator, including a pre-and post-conference.
<b>Improvement Cycle</b>	A process for licensed staff who need additional support to be successful in the classroom that includes identification of areas for improvement and specific activities and support to help the teacher address those areas. It also includes specific timelines with check-in meetings to give the teacher ongoing feedback on progress toward meeting the goals.
<b>Informal Observation</b>	Gathering of data or impressions relative to teacher job performance at any time through planned or spontaneous encounters.
<b>Performance Standards</b>	Teacher performance standards describe quality professional practice, addressing the areas of planning and preparation, instruction, classroom environment, and professionalism.
<b>Post-Evaluation Conference</b>	Meeting at the end of the evaluation process between the teacher and administrator to review progress toward goals and data gathered through observations and other means, and to review the educator's professional growth accomplishments.

<b>Principal's Working Personnel File</b>	The unofficial file of an evaluator normally contains copies of Teacher Evaluation reports, working notes, and data gathered to aid in the preparation of recommendations to School Board.
<b>Probationary Teacher</b>	A teacher who is neither a contract teacher nor a temporary teacher. Teachers are on probationary status for three years after entering the district.
<b>Program of Assistance</b>	A formalized plan designed to aid a teacher in improving performance once the performance of a teacher is identified by an administrator to be unsatisfactory according to standards listed in the professional growth handbook.
<b>Rubric</b>	The rubric describes each performance standard at four levels of development: unsatisfactory, basic, proficient, and distinguished.
<b>Self Reflection</b>	Initial step of an evaluation cycle in which a teacher compares personal performance with performance standards, job description, and previous evaluations.
<b>SMART Goals</b>	Goals that are specific, measurable, attainable, results-oriented and time-bound.
<b>Structured Support Process</b>	A process used for probationary teachers when performance concerns are identified by the administrator; the process includes identified concerns, supports, timelines and meetings to discuss progress.
<b>Teacher Professional Growth Plan</b>	A written plan describing goals and strategies for a teacher to improve his or her professional practice.
<b>Temporary Teacher</b>	Any teacher who is employed to fill a position designated as temporary or to fill a vacancy which occurs after the opening of school because of unanticipated enrollment or because of the death, disability, retirement, resignation, or dismissal of a contract or probationary teacher or for a teacher on an approved leave of absence.