



**Tigard-Tualatin** School District

***Licensed Evaluation Handbook***

**Board Adopted June 10, 2013**





# **Tigard-Tualatin School District**

## ***Licensed Evaluation Handbook***

### **Introduction**

In accordance with Oregon Senate Bill 290, the Tigard-Tualatin Licensed Evaluation System focuses on skills that align with the Interstate Teacher Assessment Support Consortium (InTASC) and American School Counselor Association (ASCA) performance standards.

### **Philosophy and Process**

This evaluation tool was designed collaboratively between teachers and administrators with the support of TTEA/OEA. Creating this evaluation tool was guided by the following priorities:

- a collaborative effort
- a developmental/growth-based approach
- a menu of flexible measures available to demonstrate meeting standards
- a practical, reliable, and valid tool for assessing teacher performance

### **Aims/Objectives of Evaluation**

This handbook outlines an educator's evaluation plan that is intended to promote professional growth as well as provide feedback and guidance for improving professional practice. The approach of this plan is to develop a culture in which educators are responsible for their continued professional growth and supervisors are there to support and assist whenever needed by providing timely, informative feedback. The supervisors and the educator have different roles but share responsibility for continued professional growth.

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

The evaluation process is a two-year cycle that includes setting two student learning and growth goals and a series of observations (informal and formal). At the end of the second year, the teacher will be evaluated using the Summative Evaluation Rubric (see Appendix F). This rubric consists of five domains of standards: Instructional Planning, Instructional Delivery, Classroom Environment, Assessment, and Professional Practice. It is therefore recommended that teachers become familiar with the Summative Evaluation Rubric in order to identify possible areas of growth. These areas may also correspond to your two student learning and growth goals



## Overview of the Two-Year Evaluation Cycle

**Step 1:** Fall of year 1 teachers identify goals and plan out how these goals will be measured

**Step 2:** Winter/mid-year point, teachers meet with principal to assess goal progress

**Step 3:** End of year 1 teachers write a self reflection assessing how the first year went with respect to their goals and make any revisions to their goals and/or methods for year 2.

**Step 4:** Year 2 parallels year 1; however May/June of year 2 will have the Summative Evaluation

## Educator's Responsibilities/Timeline

Completed By	Educator's Responsibilities	Required Forms
October	Goal Setting/Revision Meeting	Goal Setting Form
End of January	Annual Observation Cycle-First Round	Classroom Observation Form
February	Mid-Year Progress Meeting	
Mid-March	Summative Evaluation (Probationary Only)	Summative Evaluation Tool
End of May	Annual Observation Cycle-Second Round	Classroom Observation Form
June	End of Year Reflection Meeting	Self Reflection Form
June (Second Year)	Summative Evaluation ( <i>Contract Only</i> )	Summative Evaluation Tool

## Chapter I: The Goal Process

The foundation of this new evaluation system rests in a deliberate goal setting process. In the Tigard-Tualatin School District we value the professionalism of our teachers and respect that professional goals will be primarily focused on student learning and growth.

Professional Growth Goals are essential to an effective evaluation process and are based upon the district-adopted licensed staff standards, and/or Continual Improvement Plan. These goals, written or revised annually, should be an outgrowth of the educator's self-assessment, the last evaluation summary, and as a result of a discussion between the educator and supervisor.

### Creating Goals

All TTSD teachers are expected to establish two student learning and growth goals, focused on growth gains, using the following process:

- **Reflect** on previous year's professional practices and student learning growth. Summarize the end of the year data that supports the outcomes of your work.
- **Identify areas to improve** or modify. Overall, what worked, or what should be refined? How can these results support future professional growth?
- **Choose an appropriate measure** from the table below.
  - Teachers who are responsible for student learning in tested subjects and grades (i.e. ELA and mathematics in grades 3-- 8, 11) will use state assessments as one measure (category 1) and will also select one or more additional measures from category 2 or 3 that provide additional evidence of students' growth and proficiency of the standards, and evidence of deeper learning and 21st century skills.
  - Teachers in non-- tested (state test) subjects and grades will use measures that are valid representations of student learning standards from at least two of the following three categories, based on what is most appropriate for the curriculum and students they teach.

### Categories of Goals, Measures and Examples

Category	Types of Measures	Examples (not limited to)
1*	State or national standardized assessments	OAKS, SMARTER, ELPA, Extended Assessments
2	Common national, international, regional or district developed measures	ACT, PLAN, EXPLORE, AP, IB, DIBELS, C-PAS, other national measures or common assessments approved by state
3	Classroom-based or school-wide measures	Student performances, portfolios, products, projects, work samples, tests

\*Note: Language Arts and Math teachers must write one goal from Category 1

- **Refine goals to SMART format** (Specific, Measurable, Action-oriented, Results-oriented, and Timely).
- **Complete TTSD Goal Setting Form** (See Appendix B)
- **Meet with your supervising administrator** to finalize your goals.

## Chapter II: The Observation and Evidence Gathering Process

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

### General Observations of Professional Conduct

Teachers' conduct in the performance of their professional duties can be used as evidence to support evaluations. A teacher will receive timely feedback if performance in professional conduct in the following settings is observed to be below standard.

These can include, but are not limited to:

- Staff Meetings
- Team/Department/PLC Meetings
- Professional Development
- Behavior during passing/non-academic time
- Attendance/Timeliness
- Parent Meetings
- Assemblies

### Informal Observations

Probationary teachers will be informally observed a minimum of two times (prior to March) per year, making a total of 4 informal observations within two years. Contracted teachers will be informally observed a minimum of once within the two-year evaluation cycle. (For updated contract stipulations, refer to the current TTSD-TTEA Collective Bargaining Agreement). Teachers will receive feedback for each informal observation within five work days.

### Formal Observations

Throughout the two-year evaluation cycle, probationary teachers will be formally observed a minimum of two times (prior to March) per year, making a total of 4 formal observations within two years. Contracted teachers will be formally observed a minimum of once within the two-year evaluation cycle. (For updated contract stipulations, refer to the current TTSD-TTEA Collective Bargaining Agreement)

#### Formal Observations include:

1. Pre-observation meeting: the teacher and administrator meet face-to-face to discuss what the teacher would like the administrator to look for or observe during the lesson.
2. Observation: the teacher will be observed for a minimum of thirty minutes
3. Post-observation meeting: the teacher and administrator will meet within 5 work days to review evidence collected in all observed standards and progress towards the summative evaluation.

### Other Artifacts of Teaching

Teachers may choose to present a variety of evidence to supplement the observation (formal or informal) in order to provide a more complete demonstration of his/her teaching practices. For instance, if something was not observed, the teacher may present evidence that will aid the administrator in his/her evaluation.

## Chapter III: Summative Evaluation Process

The Tigard-Tualatin Licensed Evaluation System represents a collaborative process that combines the required elements as detailed below, with professional teaching standards defined by district representatives. This evaluation system is unique to our district, representing our values, while meeting the requirements as determined by the State of Oregon.

### Requirements:

By law, teacher evaluations must include multiple measures from all three categories of evidence:

1. **Professional Practice** – Evidence of the quality of teachers’ planning and delivery of instruction as well as assessment of student learning
2. **Professional Responsibilities** – Teachers’ progress toward their own goals and contribution to school-wide goals

Examples—Portfolios, goal setting, meeting minutes

3. **Student Learning and Growth**—Evidence of teachers’ contribution to student learning and growth

### Evaluation

At the end of the evaluation cycle, every teacher will receive a formal summative evaluation from his/her supervising administrator using the Tigard-Tualatin Licensed Evaluation System. This document, based on the TTSD Professional Standards Rubric, breaks down thirty-four standards of performance into the following five domains:

- Planning for Instruction
- Delivering Instruction
- Classroom Environment
- Assessment
- Professional Practice

The teacher is evaluated in each standard and their performance is marked in one of the four levels of performance: Unsatisfactory, Developing Towards Standard, Meets Standard, and Distinguished. (See Appendix J) For each domain, the administrator will provide written feedback to include justification for the specific evaluation and citing of observed/recorded evidence.

### Input

As described in Chapter II above, administrators will collect evidence from variety of sources to be included in the evaluation. Teachers may be solicited to provide input to support marks and will also be given the opportunity to respond to or rebut recorded information.

### Self-Assessment

Teachers may be given the option to complete a self-assessment on their progress on each standard. Self-Assessment forms are not a required element of the evaluation process. (Self-Assessment form provided in the Appendix)

**Timing:**

For **contract teachers**, this evaluation occurs at the end of year two. Information from this evaluation can be used in goal setting for the following cycle.

For **probationary teachers**, the evaluation will be completed annually during each of the first three years of employment. This process concludes by March 1st to facilitate reporting to the school board for contract renewal decisions. If the evaluation can negatively impact future employment, the process may be extended to the end of the school year.

**Counselors, Specialists, and Other Licensed Staff**

While the Tigard-Tualatin Licensed Evaluation System is primarily designed for our teaching staff, we believe all licensed staff are key to promoting student learning and growth. Associated and unique performance standards and evaluation systems are under development for the following licensed staff:

- Counselors/School Psychologists
- School Nurses
- SPED Teachers/ELL Teachers
- Instructional Support/Literacy Specialists

## Appendices

- A. TTSD Performance Standards
- B. TTSD Professional Goal Setting and Self Reflection Teacher Template
- C. Self-Assessment Worksheet
- D. TTSD Observation Form
- E. Pre/Post Observation Questions
- F. SMART Goal Guide (Note: Hyperlink to “bank” of sample SMART goals?)
- G. Key Terms and Definitions
- H. Possible Sources of Evidence
- I. Performance Levels
- J. 5 Steps to Improving your Performance

## Appendix A: TTSD Licensed Performance Standards

### DOMAIN 1: PLANNING FOR INSTRUCTION

STANDARD		Unsatisfactory	Developing Toward Standard	Meets Standard	Distinguished
1.1	The Learning objectives are derived from the agreed upon standards.	The learning objectives are rarely derived from the agreed upon standards.	The learning objectives are inconsistently derived from the agreed upon standards.	The learning objectives are derived from the agreed upon standards.	Meets the standard <u>and</u> incorporates standards from lower and/or higher grade levels according to the needs of the students.
1.2	Lesson plans incorporate prior knowledge.	Lessons rarely incorporate prior knowledge.	Lessons inconsistently incorporate prior knowledge.	Lessons routinely incorporate prior knowledge.	Meets the standard <u>and</u> embeds activities that build foundational knowledge.
1.3	Lessons are intentionally designed to close the racial achievement gap by engaging students of every race and ethnicity.	Lessons are rarely designed to close the racial achievement gap by engaging students of every race and ethnicity.	Lessons are inconsistently designed to close the racial achievement gap by engaging students of every race and ethnicity.	Lessons are intentionally designed to close the racial achievement gap by engaging students of every race and ethnicity.	Meets the standard <u>and</u> incorporates individual students' cultural characteristics and interests.
1.4	Plans differentiate and scaffold instruction to accommodate students' learning needs.	Plans rarely differentiate and scaffold instruction to accommodate students' learning needs.	Plans inconsistently differentiate and scaffold instruction to accommodate students' learning needs.	Plans consistently differentiate and scaffold instruction to accommodate students' learning needs.	Meets standard <u>and</u> maintains a high level of academic rigor and expectation for all students.
1.5	Lesson plans incorporate language development strategies.	Lesson plans rarely incorporate language development strategies.	Lesson plans inconsistently incorporate language development strategies.	Lesson plans consistently incorporate language development strategies.	Meets standard <u>and</u> promotes student independence in language development.
1.6	Lessons incorporate higher level thinking. (i.e. Bloom's	Lessons rarely incorporate higher level thinking.	Lessons inconsistently incorporate higher level	Lessons routinely incorporate higher level	Meets standard <u>and</u> creates a classroom culture where

	Taxonomy, Depth of Knowledge).		thinking.	thinking.	students use higher order thinking skills and metacognition.
1.7	Lessons and units are appropriately sequenced to meet desired outcomes.	Lessons and units are inappropriately sequenced to meet desired outcomes.	Lessons and units are inconsistently sequenced to meet desired outcomes.	Lessons and units are appropriately sequenced to meet desired outcomes.	Meets standard <u>and</u> makes flexible adjustments to address results of formative assessments.
1.8	Lessons are designed to encourage learners to view, question and analyze ideas from diverse perspectives.	Lessons are rarely designed to encourage learners to view, question and analyze ideas from diverse perspectives.	Lessons are inconsistently designed to encourage learners to view, question and analyze ideas from diverse perspectives.	Lessons are consistently designed to encourage learners to view, question and analyze ideas from diverse perspectives.	Creates an interactive environment where students take the initiative to independently understand, question and analyze ideas from diverse perspectives within the discipline.
<b>Possible Evidence</b> <ul style="list-style-type: none"> <li>• Lesson plans reflecting priorities listed in Domain 1</li> <li>• Class Syllabus or unit plan that demonstrates differentiation of instruction and culturally relevant instruction</li> <li>• Evidence of discussions with principal or colleagues and/or professional study of culturally relevant instructional practices (book study, workshop, research review)</li> <li>• Notes from team meetings</li> <li>• Photo evidence of posted objectives</li> </ul>			<b>Guiding Questions</b> <ul style="list-style-type: none"> <li>• Is instruction connected to state content standards?</li> <li>• Do planned lessons assist students in meeting learning goals and relevant standards of proficiency?</li> <li>• Are tools of language development used to scaffold learning for diverse students?</li> <li>• Is instruction scaffolded for individuals and groups of students to move them to the next level of understanding?</li> <li>• Are multiple levels of questioning strategies used to engage students?</li> <li>• Are colleagues and/or specialists involved in planning for the instruction of students with special needs?</li> </ul>		

**DOMAIN 2: DELIVERING INSTRUCTION**

	<b>STANDARD</b>	<b>Unsatisfactory</b>	<b>Developing Toward Standard</b>	<b>Meets Standard</b>	<b>Distinguished</b>
<b>2.1</b>	The teacher opens and closes the lesson with a clearly defined objective.	Lessons rarely open and close with a clearly defined objective.	Lessons inconsistently open and close with a clearly defined objective.	Lessons regularly open and close with a clearly defined objective.	Meets the standard <u>and</u> consistently references objectives during lesson.
<b>2.2</b>	Learning objectives explicitly convey what students are supposed to know and/or be able to do as a result of the lesson.	Learning objectives rarely convey what students are supposed to know and/or be able to do as a result of the lesson.	Learning objectives inconsistently convey what students are supposed to know and/or be able to do as a result of the lesson.	Learning objectives explicitly convey what students should know and/or be able to do as a result of the lesson.	Meets the standard <u>and</u> students consistently identify the objectives when prompted.
<b>2.3</b>	The teacher incorporates reading, writing, speaking, listening and/or performing relevant to the subject matter.	The teacher rarely incorporates reading, writing, speaking, listening and/or performing relevant to the subject matter.	The teacher inconsistently incorporates reading, writing, speaking, listening and/or performing relevant to the subject matter.	The teacher consistently incorporates reading, writing, speaking, listening and/or performing relevant to the subject matter.	Meets standard <u>and</u> creates an environment where students independently select and use a variety of communication modes.
<b>2.4</b>	The teacher uses a variety of strategies that are designed to achieve high levels of student engagement.	The teacher rarely uses strategies that are designed to achieve high levels of student engagement.	The teacher inconsistently uses strategies that are designed to achieve high levels of student engagement.	The teacher consistently uses a variety of strategies that are designed to achieve high levels of student engagement.	Meets standard <u>and</u> demonstrates flexibility in choosing strategies that match specific student and lesson needs.
<b>2.5</b>	The teacher uses a variety of strategies that are designed to engage students in critical thinking, encouraging new ideas and approaches related to local and global issues.	The teacher rarely uses strategies that are designed to engage students in critical thinking, encouraging new ideas and approaches related to local and global issues.	The teacher inconsistently uses strategies that are designed to engage students in critical thinking, encouraging new ideas and approaches related to local and global issues.	The teacher consistently uses a variety of strategies that are designed to engage students in critical thinking, encouraging new ideas and approaches related to local and global issues.	Meets standard and creates an environment that regularly encourages students' formation of independent ideas and creative approaches.

2.6	The teacher models the skills and desired outcomes of the lesson.	The teacher rarely models skills and desired outcomes.	The teacher inconsistently models skills and desired outcomes.	The teacher consistently and effectively models skills and desired outcomes.	Meets the standard <u>and</u> enhances modeling using a variety of strategies.
2.7	The teacher provides opportunities for students to process and practice.	The teacher rarely provides opportunities for students to process and practice.	The teacher inconsistently provides opportunities for students to process and practice.	The teacher consistently provides opportunities for students to process and practice.	Meets the standard <u>and</u> maintains a classroom environment in which students independently maximize use of processing and practice time.
2.8	Monitors student progress by checking for understanding.	Rarely checks for understanding.	Inconsistently checks for understanding.	Consistently monitors student progress by checking for understanding.	Meets standard <u>and</u> proactively adjusts instruction in various ways to best meet student learning needs.
2.9	Teacher adjusts pacing of the lesson to meet student needs.	Teacher rarely adjusts pacing of the lesson to meet student needs.	Teacher inconsistently adjusts pacing of the lesson to meet student needs.	Teacher consistently adjusts pacing of the lesson to meet student needs.	Meets standard <u>and</u> proactively differentiates pacing for individual needs.
2.10	Teacher uses clear explanations, appropriate language and examples to present material.	Teacher rarely uses clear explanations, appropriate language and examples to present material.	Teacher occasionally uses clear explanations, appropriate language and examples to present material.	Teacher routinely uses clear explanations, appropriate language and examples to present material.	Meets standard <u>and</u> proactively establishes a classroom environment in which students communicate when instruction needs to be clarified.
2.11	Teacher maximizes student learning by facilitating the use of available technological tools and resources.	Teacher rarely uses available technological tools and resources to maximize student learning.	Teacher inconsistently uses available technological tools and resources to maximize student learning.	Teacher maximizes student learning by facilitating the use of available technological tools and resources.	Meets standard and empowers students to independently apply their learning in innovative ways.
<b>Possible Evidence</b>			<b>Guiding Questions</b>		
<ul style="list-style-type: none"> <li>• <b>Written feedback of classroom observation</b></li> <li>• <b>Clearly posted and/or communicated instructional objectives which refer to standards</b></li> <li>• <b>Examples of student work</b></li> </ul>			<ul style="list-style-type: none"> <li>• <b>Are opportunities created to develop academic language as a part of the content instruction?</b></li> <li>• <b>Do students understand the purpose of lessons being taught?</b></li> </ul>		

<ul style="list-style-type: none"><li>• <b>Examples of formative assessment practices</b></li></ul>	<ul style="list-style-type: none"><li>• <b>Do activities allow students to apply content?</b></li><li>• <b>What strategies are used to effectively promote critical and creative thinking by students?</b></li><li>• <b>Does the teacher vary his/her role in the instructional process (e.g., instructor, facilitator, coach, audience)?</b></li><li>• <b>The teacher uses a variety of questioning strategies to stimulate student discussion and understanding.</b></li></ul>
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**DOMAIN 3: CLASSROOM CLIMATE**

	<b>STANDARD</b>	<b>Unsatisfactory</b>	<b>Developing Toward Standard</b>	<b>Meets Standard</b>	<b>Distinguished</b>
<b>3.1</b>	Routines are clearly established and consistently reinforced.	Routines are not established.	Routines are established and inconsistently reinforced .	Routines are clearly established and consistently reinforced.	Meets standard <u>and</u> encourages students to independently follow classroom routines through positive behavior supports.
<b>3.2</b>	Clear positive behavioral classroom expectations are established and frequently reinforced.	Clear positive behavioral classroom expectations are not established.	Clear positive behavioral classroom expectations are inconsistently established and reinforced.	Clear positive behavioral classroom expectations are consistently established and frequently reinforced.	Meets standard <u>and</u> encourages students to independently monitor their behavior and performance through positive behavior supports. Monitoring by teacher is subtle and preventive.
<b>3.3</b>	The teacher effectively manages disruption while minimizing impact to instruction.	The teacher ineffectively manages disruption and instruction is impacted as a result.	The teacher inconsistently manages disruption.	The teacher skillfully manages disruption, minimizing impact to instruction.	Meets standard while maintaining the dignity of all students.
<b>3.4</b>	The physical space is organized to optimize student learning.	The physical space is not organized to optimize student learning.	The physical space is ineffectively organized to optimize student learning.	The physical space is organized to optimize student learning.	Meets standard <u>and</u> proactively establishes systems in which both teacher and students manage the learning environment, transitions and instructional time.
<b>3.5</b>	Teacher establishes an environment that promotes respect and supports individual student differences such as race,	Classroom environment does not reflect respect nor support individual student differences.	Classroom environment inconsistently promotes respect or inconsistently supports individual student differences.	Classroom environment promotes respect and supports individual student differences.	Meets standard <u>and</u> collaborates with students to facilitate their self-reflection and ownership for ongoing improvement of the classroom

	gender, ability, religion, sexual orientation, socioeconomic status.				community based on the respect, fairness, and inherent value of all members.
3.6	The teacher promotes high academic expectations by reinforcing student effort, growth and self reflection	The teacher rarely reinforces student's effort, growth and self reflection.	The teacher inconsistently reinforces student's effort, growth and self reflection	The teacher promotes high academic expectations by reinforcing student effort, growth and self reflection	Meets standard <u>and</u> collaborates with students to develop ownership for ongoing academic improvement.
<b>Possible Evidence</b> <ul style="list-style-type: none"> <li>• Written feedback of classroom observation</li> <li>• Examples of organizational systems, equipment or materials that compliment classroom instruction</li> <li>• Examples of positive behavior support systems evident in classroom</li> <li>• Examples of relevant and engaging Instructional materials</li> </ul>			<b>Guiding Questions</b> <ul style="list-style-type: none"> <li>• Is a behavior system in place which promotes a climate of respect and learning?</li> <li>• Are respect, safety, and value for differing perspectives and cultural backgrounds communicated through language, behavior and the classroom environment?</li> <li>• Is a sense of classroom and school-wide community built, promoted, and facilitated throughout the academic year?</li> <li>• In what ways is the environment organized to engage students in learning?</li> <li>• Do students receive encouragement in applying various levels of questioning and problem-solving strategies?</li> <li>• Is collaboration in inquiry and problem-solving encouraged among students?</li> <li>• Are appropriate tools and/or available technology utilized to enhance and support inquiry and instruction?</li> </ul>		

**DOMAIN 4: ASSESSMENT**

	<b>STANDARD</b>	<b>Unsatisfactory</b>	<b>Developing Toward Standard</b>	<b>Meets Standard</b>	<b>Distinguished</b>
<b>4.1</b>	Designs and/or selects assessments that match learning objectives with assessment methods so that learners can demonstrate their knowledge and skills.	Assessments do not match learning objectives.	Assessments inconsistently match learning objectives so that learners have difficulty demonstrating their knowledge and skills.	Assessments match learning objectives with assessment methods so that learners can demonstrate their knowledge and skills.	Meets standard <u>and</u> encourages students to take responsibility for their learning by showing an understanding of where they are and their next steps for learning.
<b>4.2</b>	Works independently and collaboratively to examine formative and summative assessment data to identify student learning needs and strengths to inform instruction.	Uses student assessment data solely for the purpose of assigning a student grade.	Occasionally uses assessment data to identify student learning needs and strengths to inform instruction.	Works independently and collaboratively to examine formative and summative assessment data to identify student learning needs and strengths to inform instruction.	Meets standard <u>and</u> documents, analyzes, and interprets a variety of student assessment data, independently and with colleagues, resulting in a continuous feedback loop of effective assessment informing effective instruction.
<b>4.3</b>	Provides students with effective descriptive feedback to guide their progress toward understanding and identifying quality work.	Rarely provides descriptive feedback to guide student progress toward understanding and identifying quality work.	Inconsistently provides students with descriptive feedback to guide their progress toward understanding and identifying quality work.	Regularly provides students with effective descriptive feedback to guide their progress toward understanding and identifying quality work.	Meets standard <u>and</u> involves students in examining and assessing their work products both individually and collectively using clearly defined performance standards. Allocates time to provide specific descriptive feedback for individual learners.
<b>Possible Evidence</b>			<b>Guiding Questions</b>		
<ul style="list-style-type: none"> <li>• Team meeting notes</li> <li>• Examples of assessment tools</li> <li>• Analysis of pre- and post- assessment data</li> </ul>			<ul style="list-style-type: none"> <li>• How is student data used to modify instruction?</li> <li>• Are students exposed to a variety of assessment formats without interrupting the flow of a unit of study?</li> </ul>		

<ul style="list-style-type: none"><li>• <b>Classroom observation and feedback</b></li><li>• <b>Examples of activities used to share assessment results with students</b></li></ul>	<ul style="list-style-type: none"><li>• <b>Is assessment data reviewed, both individually and in collaboration with others (such as a team or PLC) to differentiate future instruction?</b></li><li>• <b>Do students receive timely and effective feedback to guide their academic progress?</b></li></ul>
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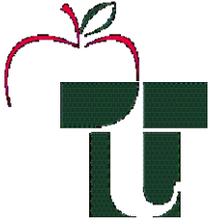
**DOMAIN 5: PROFESSIONAL PRACTICE**

	<b>STANDARD</b>	<b>Unsatisfactory</b>	<b>Developing Toward Standard</b>	<b>Meets Standard</b>	<b>Distinguished</b>
<b>5.1</b>	The teacher actively collaborates with other school professionals to improve student success.	The teacher does not collaborate with other school professionals to improve student success.	The teacher ineffectively collaborates with other school professionals to improve student success.	The teacher effectively collaborates with other school professionals to improve student success.	Meets standard <u>and</u> initiates collaboration to plan curriculum, coordinate resources, and solve problems.
<b>5.2</b>	The teacher effectively communicates with families (and other community members where appropriate) to improve student success.	Minimal or no evidence of effective communication with families (and other community members where appropriate) to improve student success.	Limited evidence of effective communication with families (and other community members where appropriate) to improve student success.	Sufficient evidence of effective communication with families (and other community members where appropriate) to improve student success.	Meets standard <u>and</u> uses interactive communication to foster a culture in which students and families know how to advocate for and articulate their learning needs in order to improve their achievement.
<b>5.3</b>	The teacher engages in professional development to improve content knowledge and/or instructional skill.	The teacher rarely engages in professional development to improve content knowledge and/or instructional skill.	The teacher engages in professional development but demonstrates little or no application of new knowledge and/or skill.	The teacher engages in professional development and applies new knowledge and/or skill.	Meets standard <u>and</u> initiates collaboration, modeling, and reflective discussion of effective practices in support of school and program goals and advancement of the profession.
<b>5.4</b>	The teacher fully complies with federal, state, and district regulations and policies.	The teacher does not comply with federal, state, and district regulations and policies.	The teacher is working towards being in full compliance with federal, state, and district regulations and policies.	The teacher fully complies with federal, state, and district regulations and policies.	Meets standard <u>and</u> demonstrates an understanding of the larger context of public education policy by staying abreast of changing laws and ethical standards, through literature, professional development, or activities.
<b>5.5</b>	The teacher sets rigorous	The teacher does not set	The teacher sets moderately	The teacher sets	Meets standard <u>and</u>

	student learning and growth goals as a part of the goal setting process.	rigorous student learning and growth goals as a part of the goal setting process.	rigorous student learning and growth goals as a part of the goal setting process.	rigorous student learning and growth goals as a part of the goal setting process.	demonstrates leadership or acts as a resource to colleagues in the goal setting process.
5.6	The teacher continuously monitors student progress, adjusting strategies as needed as a part of the student learning and growth goal setting and self reflection process.	The teacher rarely monitors student progress, adjusting strategies as needed as a part of the student learning and growth goal setting and self reflection process.	The teacher inconsistently monitors student progress, adjusting strategies as needed as a part of the student learning and growth goal setting and self reflection process.	The teacher continuously monitors student progress, adjusting strategies as needed as a part of the student learning and growth goal setting and self reflection process.	Meets standard <u>and</u> actively collaborates with colleagues to monitor and adjust instruction in response to student growth.
<b>Possible Evidence</b> <ul style="list-style-type: none"> <li>Evidence of participation in professional development activities</li> <li>Documentation of communication with parents</li> <li>Examples of self assessment or reflection</li> <li>Meeting notes, emails or other evidence of collaboration with colleagues</li> </ul>			<b>Key Questions</b> <ul style="list-style-type: none"> <li>Are professional growth opportunities selected and participated in which relate to previously identified areas of opportunity for growth?</li> <li>Is professionalism exhibited based on confidentiality; legal and ethical rights and responsibilities; and school, district, and state performance requirements?</li> <li>Is there evidence of collaborative work with team members and/or the entire school to advance student learning?</li> <li>Are students, families, and other community resources encouraged to collaborate and be involved in learner development?</li> <li>Is professionalism exhibited based on confidentiality; legal and ethical rights and responsibilities; and school, district, and state performance requirements?</li> </ul>		



# Appendix B: TTSD Professional Goal Setting and Self Reflection Teacher Template



## PROFESSIONAL GOAL SETTING AND SELF REFLECTION TEACHER TEMPLATE

<b>Teacher</b>	
<b>School</b>	
<b>Administrator</b>	

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

- **Specific** – Does the goal specifically state the area targeted for improvement?
- **Measurable** – Does the goal specifically state how growth will be measured?
- **Attainable** – Is the goal realistic?
- **Results** – The goal statement focuses on intended the results?
- **Timely** – Does the goal specifically state a timeline for when it will be achieved?

Licensed staff members are encouraged to refer to the TTSD Performance Standards Rubric for specific areas which could be targeted for improvement through the goal setting process. Staff members may also refer to their schools Continual Improvement Plan for ideas on goal development.

		<b>GOAL 1</b> Teachers in tested areas must write one goal that is specific to standardized test results.	<b>GOAL 2</b>
<b>Goal-Setting - Year 1</b>	<b>Content</b> The goal is being written around which grade/subject/level?		
	<b>Baseline Data</b> What student outcome data have I reviewed to establish this goal?		
	<b>SMART Goal</b> Provide a SMART student growth goal statement.		
	<b>Evidence</b> Identify evidence that will support progress made towards accomplishment of this goal. Refer to sources of evidence on the TTSD		

	Performance Standards Rubric for suggestions.		
	<b>TTSD Performance Standard</b> Identify the one or two TTSD Evaluation Performance Standard(s) that will be a focus in achieving this goal.		
	<b>Strategies for Improvement</b> List specific actions that you will take in order to achieve this goal.		
	<b>Professional Growth:</b> What do I need to learn in order to meet my goal?  What skills do I need to develop in order to meet my goal?		
	<b>Resources and Support:</b> What resources and support do I need to meet my SMART goal?		
Teacher Signature:		Date:	Administrator Signature:
			Date:

<b>Mid-Year Review - Year 1</b>	<b>Collaborative Mid-Year Goal Review</b> Summarize progress made to date.		
	<b>Strategy Modification</b> What adjustments need to be made to my strategies?  Are additional resources needed to support this goal?		
	Teacher Signature:	Date:	Administrator Signature:
			Date:

<b>Reflection - Year 1</b>	<b>Data Summary</b> Summarize the end of the year data that supports the outcomes of your work.		
	<b>Reflection on Results</b> Overall, what worked, or what should be refined?		

<b>Next Steps</b> How can I use these results to support my future professional growth?				
	Teacher Signature:	Date:	Administrator Signature:	Date:

## YEAR 2

		<b>GOAL 1</b>	<b>GOAL 2</b>
		Teachers in tested areas must write one goal that is specific to standardized test results.	
<b>Goal-Setting - Year 2</b>	<b>Content</b> The goal is being written around which grade/subject/level?		
	<b>Baseline Data</b> What student outcome data have I reviewed to establish this goal?		
	<b>SMART Goal</b> Provide a SMART student growth goal statement.		
	<b>Evidence</b> Identify evidence that will support progress made towards accomplishment of this goal. Refer to sources of evidence on the TTSD Performance Standards Rubric for suggestions.		
	<b>TTSD Performance Standard</b> Identify the one or two TTSD Evaluation Performance Standard(s) that will be a focus in achieving this goal.		
	<b>Strategies for Improvement</b> List specific actions that you will take in order to achieve this goal.		
	<b>Professional Growth:</b> What do I need to learn in order to meet my goal?  What skills do I need to develop in order to meet my goal?		
	<b>Resources and Support:</b> What resources and support do I need to meet my SMART goal?		

<b>Teacher Signature:</b>	<b>Date:</b>	<b>Administrator Signature:</b>	<b>Date:</b>
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<b>Mid-Year Review - Year 2</b>	<b>Collaborative Mid-Year Goal Review</b> Summarize progress made to date.		
	<b>Strategy Modification</b> What adjustments need to be made to my strategies?  Are additional resources needed to support this goal?		
	<b>Teacher Signature:</b>	<b>Date:</b>	<b>Administrator Signature:</b>
			<b>Date:</b>

<b>Self Reflection - Year 2</b>	<b>Data Summary</b> Summarize the end of the year data that supports the outcomes of your work.		
	<b>Reflection on Results</b> Overall, what worked, or what should be refined?		
	<b>Next Steps</b> How can I use these results to support my future professional growth?		
	<b>Teacher Signature:</b>	<b>Date:</b>	<b>Administrator Signature:</b>
		<b>Date:</b>	

## **Appendix C: Self-Assessment Worksheet**

*~In Development~*

# Appendix D: TTSD Observation Form

## Classroom Observation Data

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

Date of Observation: \_\_\_\_\_

Description of Class: \_\_\_\_\_

### **Tigard-Tualatin School District Performance Standards**

**DOMAIN 1 - PLANNING FOR INSTRUCTION** - Learning objectives derived from standards and are observable; lesson plans incorporate prior knowledge and are culturally relevant; lesson plans are scaffolded and differentiate instruction; lessons incorporate language development and higher level thinking; lessons and units are appropriately sequenced.

**DOMAIN 2 DELIVERING INSTRUCTION:** Beginning and closing lesson with defined objective; Incorporates reading, writing, speaking, thinking and/or performing relevant to subject matter; Uses various strategies designed to achieve high levels of student engagement; Models the objective of lesson; Provides opportunities for students to process or practice; Monitors student progress by checking understanding; Adjusts pace of the lesson to meet student needs; Uses clear explanations, appropriate language and pace, and examples to present material.

**DOMAIN 3 CLASSROOM CLIMATE:** Routines are established and consistently reinforced; Clear positive behavioral expectations established and reinforced; Effectively manages disruption while minimizing impact; Physical space is organized to optimize learning; Establishes an environment that promotes respect and promotes student differences such as race, gender, ability, religion, sexual orientation, and socioeconomic status; Promotes high academic expectations by reinforcing effort and growth.

**DOMAIN 4 ASSESSMENT:** Designs and/or selects assessments that match learning objects with assessment methods so learners demonstrate knowledge and skills; Works independently and collaboratively to examine formative and summative assessment data to identify learning needs and strengths to inform instruction; Provides effective descriptive feedback to guide progress toward understanding and identifying quality work.

**DOMAIN 5 PROFESSIONAL PRACTICE:** Actively collaborates with other school professionals to promote student success; Effectively communicates with families ( or others as needed) to promote student success; Engages in professional development to improve content knowledge and/or instructional skill; Adheres to the TSPC Standard of Competent and Ethical performance.

Observation Data:

## **Appendix E: Pre/Post Observation Questions**

### **Pre-Observation Conference**

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

- What do I need to know before I come into the classroom that will help me understand the lesson?
- What types of lessons or activities preceded this lesson?
- Describe the objectives of the lesson that will be observed?
- What teaching methods and/or activities will be utilized during the lesson? Why were these particular methods and/or activities selected?
- What provisions are being made to meet the academic needs of all students during the lesson? (IEP, TAG, ESL, Etc.)
- How will student learning and understanding be assessed? How will students be evaluated?
- Do you have a request for specific feedback from the observation?

### **Post Observation Conference**

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

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

## Appendix F: SMART Goal Guide

All goals should be SMART-Specific, Measurable, Attainable, Results-oriented, and Timely.

**SPECIFIC:** Know precisely what you want to achieve. To set a specific goal consider the following questions:

Who is involved? What do I want to accomplish? Establish time frame Identify requirements and constraints Identify a location Specific reasons, purpose or benefits of accomplishing the goal

**MEASURABLE:** Establish concrete criteria for measuring progress toward the attainment of each goal you set. When you measure your progress, you stay on track, reach your target dates, and experience the exhilaration of achievement that spurs you on to continued effort required to reach your goals. To determine if your goal is measurable, ask questions such as How much? How many? How will I know when my goal is accomplished?

**ATTAINABLE:** When you identify goals that are most important to you, you begin to figure out ways you can make them come true. Rather than setting lofty but unreachable goals, stretch yourself, but at the same time be reasonable. You can attain most any goal you set when you plan your steps wisely and establish a time frame that allows you to carry out those steps. Goals that may have seemed far away and out of reach eventually move closer and become attainable, not because your goals shrink but because you grow and expand to match them.

**RESULTS:** The goal focuses on the intended results. The goal states what the results will be and how it will be measured. The general results of the professional growth goal impact student learning and this portion of the goal describes how it is impacted.

**TIMELY:** Goals with no timeline might as well be no goals at all, because you will have little incentive to achieve them. Setting a realistic time-frame for your goals help you maintain momentum and follow through with the completion of your tasks.

## Appendix G: Key Terms and Definitions

**Contract Educator:** Any educator who has been regularly employed by the school district for a probationary period of three successive school years and who has been retained for the next succeeding school year as defined by ORS 342 .805(3).

**Evaluation:** Required of all licensed staff whether traditional, guided, or self-directed.

**Evaluation Cycle:** A mandated two-year cycle of professional growth which incorporates the development of two student learning SMART goals, both formal and informal observations, self-reflections, and the support of the building Administrator throughout the process.

**Evidence:** Artifacts chosen by the teacher to assist the understanding of the lesson observed, the progression of student goals, and/or the TTSD Professional Standards Rubric.

**Formal Observation:** An observation at least 30 minutes in length, of an educator's performance of his/her assignment which follows a pre-conference, observation, and post-conference cycle.

**Informal Observation:** An observation of the educator that occurs on a drop-in or unscheduled basis.

**Measures:** Various demonstrations of student achievement, (See Table in Chapter 1: Creating Goals)

**Plan of Assistance:** A program of intensive support for probationary and contract status educators.

**Performance Summary:** A summative evaluation tool which assesses the degree to which the educator has met District Domains for Professional Practice.

**Pre-Conference:** The formal meeting between the teacher and administrator for the purpose of discussing the planned observation.

**Post-Conference:** The formal meeting between the teacher and administrator to review the results of the observation. Written identification and recognition of goals and objectives met and suggested refinements are discussed.

**Probationary:** Any educator employed by a fair dismissal district who is not a contract educator.

**Proficiency:** Rigorous performance, equaling "Meets" on the Summative Evaluation Rubric.

## Appendix H: Possible Sources of Evidence

### Comprehensive List of Possible Sources of Evidence to Support Multiple Measures Requirement

- Class Syllabus or unit plan that demonstrates differentiation of instruction and culturally relevant instruction
- Evidence of discussions with principal or colleagues and/or professional study of culturally relevant instructional practices (book study, workshop, research review)
- Notes from team meetings
- Evidence of clearly stated objectives
- Posted objectives observed during observation
- Unit outline
- Evidence of use of Standards (State, Common Core, CTE)
- Unit plans
- Classroom assignments
- Rubrics
- Notes related to how IEP, 504 and TAG needs are addressed
- Modified assignments
- Enrichment activities
- Use of disaggregated data to inform instruction
- Providing diverse perspectives through a variety of resources (e.g. discussion, readings, guests, online resources).
- Anecdotal notes on efforts to establish positive relationships with students
- Lesson plans demonstrating :
  - Questioning strategies
  - Scaffolding
- Text/vocabulary rich classroom environment (word walls, picture words)
- Graphic organizers
- Sentence frames
- Language objectives
- Classroom presentation materials
- Student writing
- Clearly posted and/or communicated instructional objectives which refer to standards
- Examples of student work
- Student articulation when prompted
- Exit tickets
- Closure activities
- Lesson artifacts
- “Multi-sensory” – realia, bulleted instruction on board, song/chant, video
- Photos and/or videos of lessons
- Examples of organization, equipment or materials that complement classroom instruction

- Examples of positive behavior support systems evident in classroom.
- Examples of relevant and engaging Instructional materials
- Teacher created student feedback survey (video, electronic survey, paper survey)
- Student grouping
- Seating arrangements
- Classroom décor that is culturally inclusive
- Team meeting notes
- Examples of assessment activities
- Analysis of assessment results
- Examples or formative assessment practices
- Classroom observation and feedback
- Examples of activities used to share assessment results with students
- Evidence of participation in professional development activities
- Examples of parent communication
- Examples of self-assessment or reflection

# Appendix I: Performance Levels

## Differentiated Performance Levels For Teacher Evaluations

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

Rubrics are designed with differentiated performance levels and performance descriptors. Performance descriptors are observable and measurable statements of educator actions and behaviors that serve as the basis for identifying the level of teaching or administrative performance. They contain descriptors at each performance level illustrating the types of performance expected at a given level under a given standard of practice. Research indicates that using a rubric with four levels and clear descriptors will result in a more objective rating of performance. Descriptors can be used to guide individuals toward improving their practice at the next performance level.

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

Oregon's evaluation framework uses a rating scale based on four performance levels: Level 1 (lowest) to Level 4 (highest). Definitions of each performance level are described in Table 1 below.

**Table 1. Performance Levels**

Performance Levels	Definitions of Performance as Applied to Standards of Professional Practice
Level 1	Does not meet standards; performs below the expectations for good performance under this standard; requires direct intervention and support to improve practice
Level 2	Making sufficient progress toward meeting this standard; meets expectations for good performance most of the time and shows continuous improvement; expected improvement through focused professional learning and growth plan
Level 3	Consistently meets expectations for good performance under this standard; demonstrates effective practices and impact on student learning; continues to improve professional practice through ongoing professional learning
Level 4	Consistently exceeds expectations for good performance under this standard; demonstrates highly effective practices and impact on student learning; continued expansion of expertise through professional learning and leadership opportunities

## Appendix J: Steps to Improving Your Performance

(as adapted from the USMC Performance Evaluation System)

### 5 Steps to Improving Your Performance

Although the Tigard-Tualatin Licensed Evaluation System is designed to observe and report your performance, there are 5 steps you can take that are virtually guaranteed to improve your evaluations.

**Step 1. Start out by reading the performance evaluation manual.** Understanding how the process works is key to making it work for you. Pay particular attention to the appropriate evaluation form for your position.

**Step 2. Communicate.** Talk with your administrator about your performance. You should go over the rubric line by line to determine expectations. Ask your administrator for their advice on how to improve your evaluation and get the highest marks possible.

**Step 3. Be Opportunistic.** Take every opportunity you can to demonstrate the level of performance that your administrator suggested. Be sure to take the initiative and show that you're committed to performing at the highest level.

**Step 4. Record your personal performance/evidence when appropriate.** Keeping a performance diary might be helpful, noting the times and situations when you demonstrate specific skills, initiative, leadership, and performance your supervisor suggests.

**Step 5. Evaluate yourself.** Complete your own evaluation on a blank rubric and be sure to include evidence and support information. After all it is your career, and you are the only one who knows exactly what you have accomplished during the evaluation period. Submit your documentation to your administrator.

Your administrator has to monitor you and your coworker's performance throughout the entire evaluation period. It is nearly impossible for an administrator to remember every detail about your performance. By following these 5 steps you will make your administrator's job easier, and when you make their job easier it can't help but to make your evaluation a better reflection of your performance.